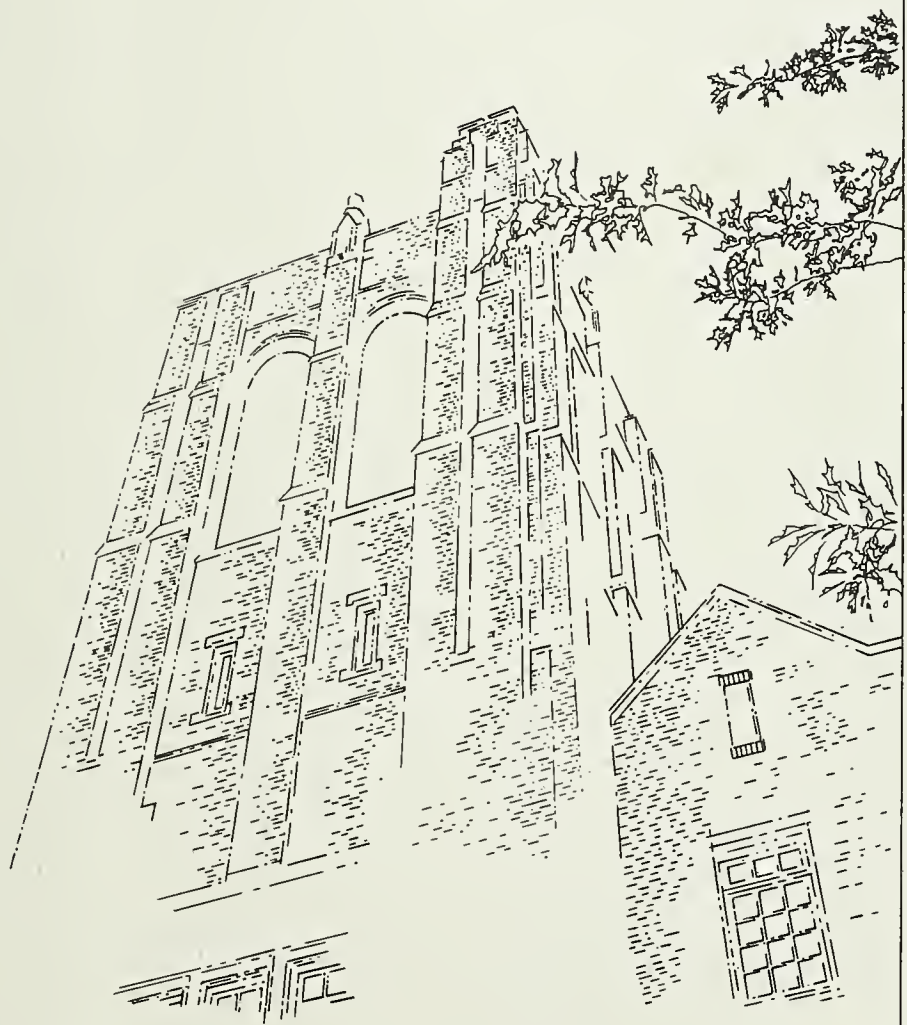


LA SALLE UNIVERSITY

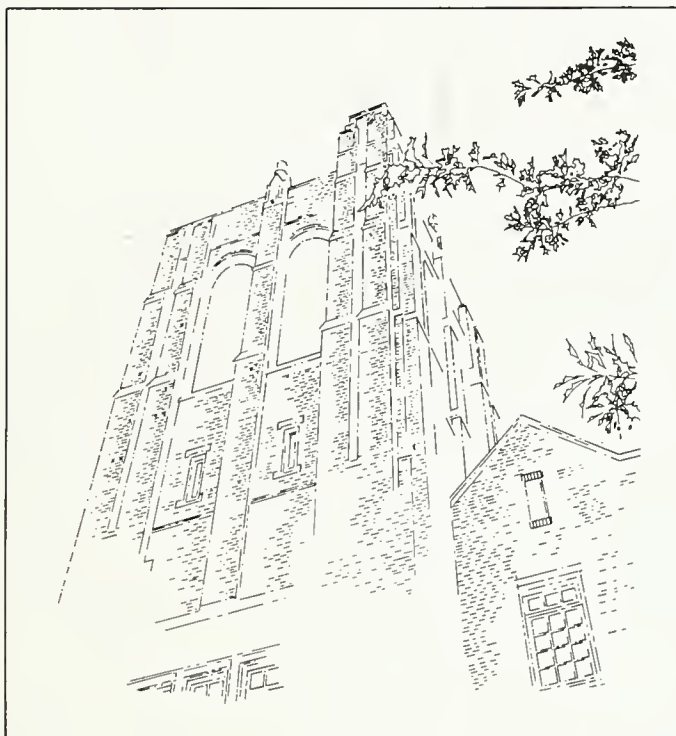


GRADUATE BULLETIN
1989-1990



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS members and Sloan Foundation

<http://www.archive.org/details/lasalleuniversit704unse>



La Salle University Graduate Bulletin

A Liberal Arts University

for Men and Women

Conducted By

the Brothers of the

Christian Schools

La Salle University
Philadelphia, Pennsylvania 19141

215-951-1000



La Salle University does not discriminate against any applicant because of race, color, creed, sex, age, physical handicap, or national origin. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs.

ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees. It is accredited with the Middle States Association of Colleges and Secondary Schools, the Pennsylvania Department of Education, the Regents of the University of the State of New York, the American Chemical Society, the Pennsylvania State Board of Law Examiners, and the Council on Social Work Education.

Member of: American Council on Education, Association of American Colleges, Association of College and University Housing Officers, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This Act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: Name, address, dates of attendance, class, major field of study, and degree(s) conferred (including dates).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully.

Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.



To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1988, as well as a new publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the News Bureau, La Salle University, 20th Street and Olney Avenue, Philadelphia, PA 19141.

LA SALLE UNIVERSITY BULLETIN

(USPS 299-980)

VOL. 70 NUMBER 4 DECEMBER 1989

Published four times a year in March, May, June and December, by

La Salle University, 20th St. and Olney Ave., Philadelphia, Pa. 19141.

Second class postage paid at the post office at Philadelphia, Pennsylvania.

POSTMASTER: Send address changes to La Salle University, 20th St. and Olney Ave., Philadelphia, PA 19141.



Contents

A Profile

General Information

Mission Statement for Graduate Education	4
Standards for Graduate Programs	4
Academic Policies and Procedures	4
Tuition and Fees	8
Financial Aid	9

Campus Services and Facilities

Academic Advisement and Graduate Handbooks	10
The Library	10
Computer Facilities	11
Career Planning and Placement Bureau	11
Housing	12
Food Services	12
Student Health Services	12
Child Day Care	13
Security	13
Parking	13
Physical Recreation	13
Art Museum	14
Japanese Tea House	14

Graduate Programs

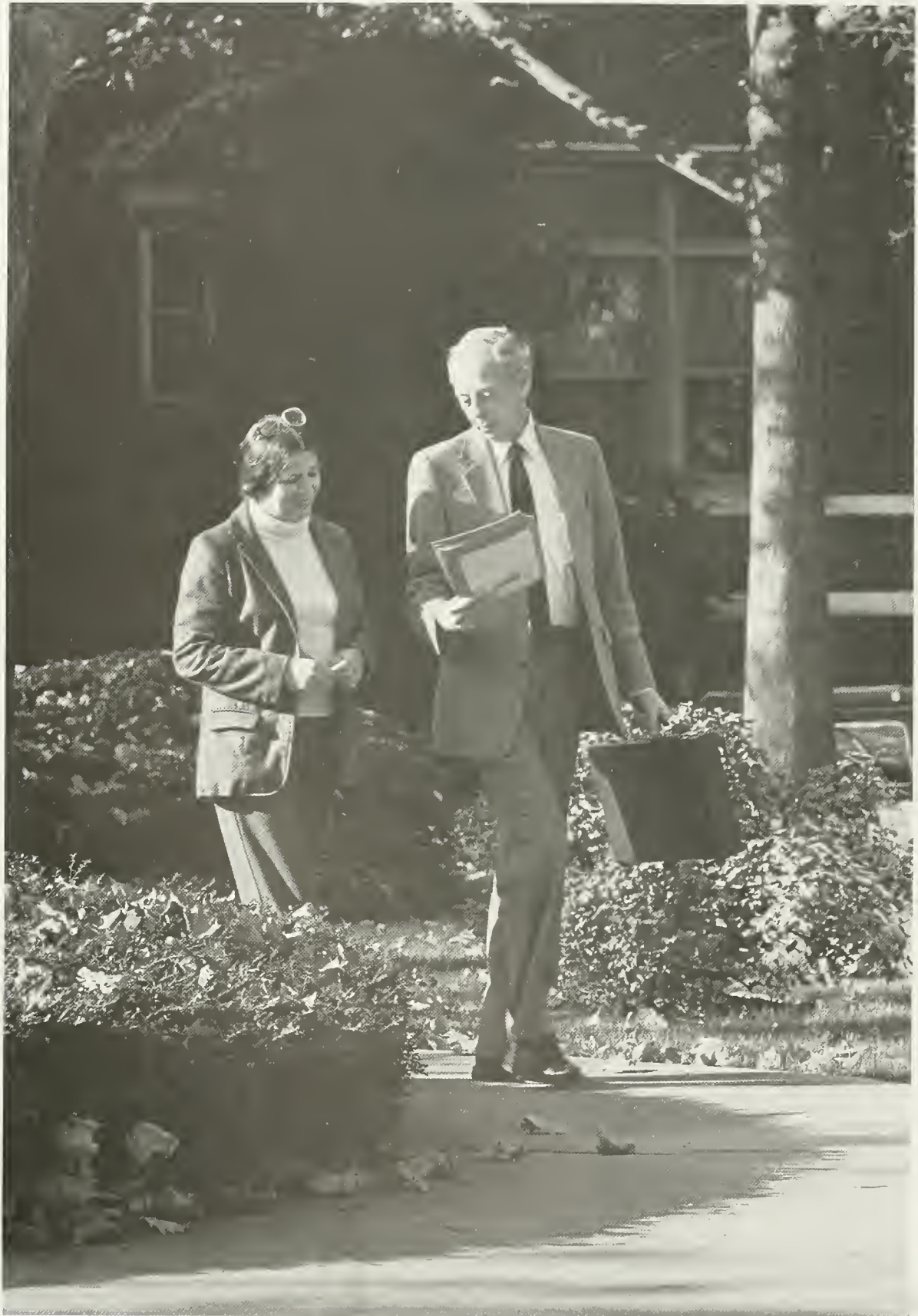
Master of Business Administration (MBA)	15
Master of Arts in Bilingual/Bicultural Studies (Spanish)	27
Master of Arts in Education	32
Master of Arts in Human Services Psychology	38
Master of Arts in Pastoral Counseling	42
Master of Arts in Theological and Pastoral Studies	48
Master of Science in Nursing (MSN)	58

Directory

Administration	63
Faculty	67

<i>Index</i>	73
--------------	----

<i>Calendar</i>	75
-----------------	----





A Profile

The People

From the perspective of any student, there are two characteristics of a La Salle education which are of primary importance: instructional excellence and personal respect and regard for the dignity and unique destiny of every person. These do not happen by accident on our campus. They are the heritage of over 300 years of shared values infused into the university community through the influence of the Christian Brothers and the educational philosophy of their founder, St. John Baptist de La Salle.

In the 127 years of its existence, this community and its values have blossomed to include lay and religious faculty and staff dedicated to these same ideals. The serious and dedicated student at La Salle is provided every opportunity to grow intellectually and personally to the fullest potential of his or her ability. It is a spirit which motivates a person to take real pride in personal achievement because one has a better vision of the gifts which can, in turn, be transmitted to others in the everyday pursuit of career goals. An environment such as this is better experienced than defined. We would be happy to have you join us in this discovery.

The Place

An educational institution expresses much of its philosophy in its physical structures. Stately academic structures, vital activities areas and buildings, comfortable living areas, expansive lawns, wooded areas: all constitute that natural environment in which the institution and its students play out their roles.

On its 82-acre campus, La Salle University blends all these components in an unexpected way. Truly a city university, located in northwest Philadelphia, La Salle has maintained areas of natural beauty which often startle the unprepared visitor. While attending to all the necessities required to serve a bustling urban region—including well-lighted parking areas and supervised classroom, recreational and study areas—La Salle has not lost sight of the need for natural settings and quiet, sedate places for the more private, thoughtful moments so vital to full growth.

In its academic buildings, too, La Salle clearly expresses its educational philosophy. You will find very few large rooms, and those that do exist are used only for special activities. The average classroom is built to hold no more than 30 students, reflecting the commitment to personalized and effective teaching and learning. This learning environment makes it possible for faculty to bring their individual attention to each student.

In addition, we are proud to boast of the newest and most functional of university libraries, which affords easy access to research information and provides a perfect setting for quiet, serious study. Our Administration Center houses a spacious adult center, which provides access for all adult students to the programs which serve them.

The Programs

La Salle is proud to point to its long tradition of service to people of modest means. Through its history it has prepared students to move upward into professional positions. In the structure of its graduate programs, La Salle continues this commitment to its clientele.

Our programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. We provide a blend of instructors to support the practical



educational experience our graduate students seek. Some are highly trained specialists who bring to the classroom the latest theoretical information in their discipline. Others are practicing professionals who provide the insight and skill to apply this theoretical base to the demands of present practice. Working in La Salle's traditional learning environment, they impart a graduate experience which is second to none.

Graduate programs have been available at La Salle from the earliest days of its existence. In the more simple days, prior to World War II, they were much less structured and only sparsely populated. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year





saw the introduction of the Master's program in Religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940's, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity. To understand the further development of graduate programs at La Salle, it is best to catalogue them in terms of the University divisions responsible for their operation.

School of Arts and Sciences

Graduate Programs in Religion • This graduate division offers two distinct programs. First, a Graduate Religious Studies program with concentrations in Theology, Pastoral Ministry, Ministry to Marriage and the Family, Liturgical Ministry, Youth Ministry, and Ministry of Learning. Second, a Pastoral Counseling program with concentrations in Marriage and Family Therapy, Psychological Counseling, and Family Treatment of Addictions.

Graduate Program in Education • Begun in 1982, this program is unique in its focus on the understanding of the educational process from the perspective of human growth and development rather than the traditional methodological approach.

Graduate Program in Bilingual/Bicultural Studies • This program was initiated in 1982 for educators, social workers, nurses, pastoral counselors, police officers, and others who work with the Hispanic community.

Graduate Program in Human Services Psychology • Launched in 1987, this program in professional psychology emphasizes the skills and knowledge needed to function effectively in a variety of clinical, counseling, and organizational settings. In addition, it provides the background in psychology that will enhance admission into a doctoral program.

School of Business Administration

Graduate Business Program • Established in 1976, La Salle's MBA program responds to the management needs of area business firms, government agencies, and service organizations. Students are exposed to common business research methods and practices in order to develop their communication, analytic, and decision-making skills. In addition to a core of management courses, the program offers specializations in Accounting, Finance, Health Care Administration, Management, Human Resource Management, Management Information Systems, and Marketing.

Adult Education (Evening) Division

Graduate Nursing Program • A continuation of La Salle's highly successful BSN completion program, the graduate program was inaugurated in 1987. It emphasizes the preparation of advanced nurse generalists who will enhance the effectiveness of nursing care as administrators and clinicians in a variety of settings. Community Health Nursing, Adult Health and Illness Nursing, and Nursing Administration tracks are offered.



General Information

Mission Statement for Graduate Education

La Salle University is committed to both undergraduate and graduate education. It offers graduate programs that enable students to augment their academic background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competencies. Steeped in the teaching tradition of the Christian Brothers and responsive to current societal needs, these programs, while complete in themselves, are also preparatory for further study. La Salle's graduate programs help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition. Students who earn a Master's degree at La Salle University are prepared both to advance in their professional career and to pursue appropriate doctoral studies.

Standards for Graduate Programs

Graduate education is not wholly distinct from undergraduate education since all education is a continuous process of personal development. Neither are graduate programs at the Master's level entirely homogeneous. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs demand more sophisticated and complex skills from students than do undergraduate programs. In general, they place more emphasis on a student's ability to critically analyze facts and theories, to make independent judgments based on objective data, to apply what has been learned, and to synthesize new ideas. All graduate programs at La Salle are expected to emphasize these more advanced skills.

In their graduate work at La Salle, all students should be expected to:

1. Regularly use the standard references, current journals, and professional publications.
2. Contribute substantially to courses through research projects, seminar papers, case studies, and supervised field experience.
3. Understand both current and traditional approaches to their discipline.
4. Master the skills presently demanded in their field of study.
5. Become thoroughly familiar with the current literature of their discipline.
6. Adhere in their written work to the official manual of style adopted by their program.
7. Think critically and independently.
8. Apply ideas and facts learned in courses to original or application-oriented projects and papers.

Academic Policies and Procedures

Admission

Admission criteria are program specific. For that reason they will be detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, creed, sex, age, physical handicap, or national origin.



Transfer of Credits

Students may transfer up to six hours of graduate level work into graduate programs that are thirty-six credits or less in length. Students may transfer up to nine hours of graduate level work into programs that are greater than thirty-six credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. Ordinarily, a maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of ten calendar years is permitted for students participating only during the Graduate Religion summer sessions. On this basis, graduate students are classified as follows:

- **Full-time.** Matriculated students who register for at least nine hours of credit in both the Fall and Spring semesters, attend the program continuously, and complete the program within a specified period of time, generally two years.
- **Part-time.** Matriculated students who typically register for three to six credits per term.
- **Non-degree.** Students who have not matriculated into the graduate program, but have been given permission by the Director of the program to take specific courses.

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the Director of their program, and request a leave of absence in writing. Students not enrolled for six (6) consecutive terms (including summer) and who have not been given a written leave of absence will be dropped from the program.

Readmission Policy

When seeking readmission, students who have been dropped are required to make their request known by writing to the Director of the program. Upon receipt of the request, the Admissions Committee of the program will review the student's academic record in the program and the original application material. The decision to readmit will be based on both the academic record and original admission profile judged against current admission criteria.

Student Responsibilities

A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin and in the Student Handbook of his or her graduate program. Copies of the Student Handbook can be obtained from the Director of the specific program.



Grading

The following system is used to express the quality of student performance in graduate courses:

A—indicates a superior level of competence.

B—indicates a satisfactory level of competence.

C—indicates a level of competence below that expected in graduate work.

F—indicates a failure to demonstrate even a marginal level of competence in the course.

I—indicates work not completed within the semester period.

W—indicates an authorized withdrawal from a course.

S/U—Students earn either a satisfactory (S) or an unsatisfactory (U) grade in field placement courses.

Removal of Incomplete (I) Grades

A student who receives a grade of I for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed during that time, the I grade will remain permanently on the record, and the course must be repeated to produce another grade.

Withdrawal from Courses

The W grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission for withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the Dean responsible for the program.

Scholarship Index

To determine a student's average grade, La Salle uses an index system which ascribes a numerical value, called a grade point, to each letter grade. An A is valued at 4 points, a B at 3 points, a C at 2 points, and an F at zero points. To determine the student's Grade Point Average (GPA), a grade point score is determined for each course by multiplying its numerical grade value by the number of credit hours; then the combined grade point score of all courses is divided by the total credits earned.

Academic Standing

All students in graduate programs shall be expected to maintain good academic standing. Academic performance will be reviewed by the graduate directors following completion of successive twelve-hour units of course work. The following actions may be taken by the directors at those intervals.

Warning: The graduate directors will inform students about concern for performance and invite them for consultation if at:

Completion of 12 hours - GPA is less than 2.76 or shows one C grade

Completion of 24 hours - GPA is less than 2.76 or shows two C grades

Completion of 36 hours - GPA is less than 2.76 or shows three C grades

Dismissal: Students will be subject to dismissal if they earn three grades below B in a program shorter than 36 hours in length, or earn four grades below B in a program requiring 36 hours or more.

All such decisions will be made after the consideration of the student's record and circumstances. Exceptions to these regulations may be made by graduate directors with the approval of the Dean responsible for the program.

Academic Progress

A graduate student is making adequate progress toward the degree if he or she has:

After 12 hours of course work: GPA greater than 2.49

After 24 hours of course work: GPA greater than 2.61

After 36 hours of course work: GPA greater than 2.66

or

Has completed graduation requirements within a maximum of 7 years of active status.

This policy statement defines the parameters within which the University will endorse the student for financial aid and funding purposes. Since final decisions for funding rest with the funding agencies, the University does not guarantee such aid.

Requirements for Graduation

Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines outlined in this introductory section of the Bulletin and in any handbooks or guidelines pertinent to their particular program.

It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult with the Director of their program prior to registration for each semester.

Student Transcripts

Students may apply at the Registrar's Office for a transcript of their graduate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

Students requesting transcripts for their own use are given copies marked "student copy." Each student is sent a copy of his or her transcript at the time of graduation. A fee of \$2.00 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.





Tuition and Fees

Due to different instructional and technological needs, tuition and fees vary from program to program. Cost schedules for each program are included in the appropriate sections of this Bulletin.





Financial Aid

La Salle University seeks to ensure that no student accepted for admission is unable to matriculate for financial reasons. Although payment of tuition is the responsibility of the student, the University makes every effort consistent with financial resources available to assist students in attaining adequate levels of support. Applicants for financial aid are required to complete the Pennsylvania State/Federal Student Aid Application. This form is available from the La Salle Financial Aid Office or from the graduate Director's office.

Financial aid is available from the sources described in this section. The professional staff in the Financial Aid Office will work with each student to put together an aid package.

Stafford Student Loan (SSL): This loan, formerly the Guaranteed Student Loan (GSL), is administered by the State government with the cooperation of participating lending institutions. Full-time students may borrow up to \$7,500.00 per grade level; students enrolled for at least six credits may also be eligible for lesser amounts. Interest, currently at a rate of 8% for first-time borrowers, will begin to accrue six months after the student ceases at least half-time study. Applications are available from participating lenders, and should be submitted at least six to eight weeks prior to the start of the loan term to ensure that the funds will be available by the beginning of the semester.

Supplemental Loan to Students (SLS): This program allows graduate students to borrow up to \$4,000.00 per year in addition to amounts borrowed under SSL. The interest rate is 10.45%, and repayment begins within sixty days after disbursement of funds. Contact local banks regarding program participation.

Perkins Loan: The Perkins Loan provides long-term, low-interest loans for educational expenses based on financial need. The University determines the amount of the loan to be offered within certain federal guidelines. Interest at the rate of 5% per year on the unpaid balance begins to accrue nine months after the student ceases at least half-time study. The loan repayment period must not exceed ten years, depending upon the total amount borrowed. Students must make satisfactory progress toward the degree to maintain eligibility. The availability of these funds is limited, and priority is given to full-time students.

Veteran's Benefits: Veteran's benefits are available for graduate studies. Students who qualify for benefits should contact the Registrar's Office. Information is available for full-time and part-time students.

Resident Director: Resident director positions may be available depending upon the term the student wishes to begin studies. A resident director supervises the student staff of the residence halls, and is responsible for such areas as programming, counseling, discipline, physical operations, and related activities. The resident director receives room and board, a cash stipend, and tuition remission equivalent to nine credit hours per semester. This is a ten month appointment. A letter of application and resume should be sent to the Resident Life Office by February 1 for the following Fall term.

Campus Services and Facilities

Academic Advisement and Graduate Handbooks

Student advisement and handbooks for specific programs are available through the graduate directors' offices, which are located on the second floor of the Administration Center. Students are encouraged to meet with their program directors regularly.

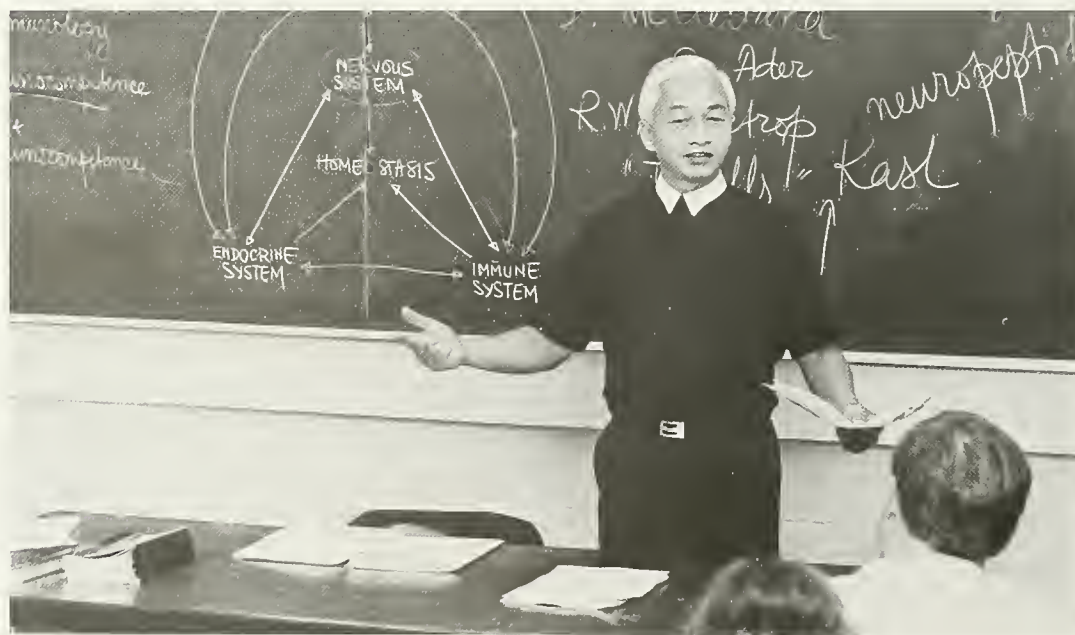
The Library

The Connelly Library was dedicated in March 1988 and opened its doors to La Salle students, faculty, and staff in August of that year. With shelving for 500,000 volumes, seating for over 1,000 people, and a fully automated catalog, the library offers a combination of traditional library services and the latest in information technology. The new building provides not only attractive study spaces but also several new departments and features, including Media Services (videotapes and cassettes), Special Collections, personal computers, and a student lounge with vending machines and lockers.

The library presently has more than 300,000 volumes, 1,400 current periodical subscriptions, and 40,000 units of microforms, as well as a growing body of media in electronic formats.

Reference Librarians are available most hours that the library is open to offer assistance with the collection and to provide group and individualized instruction for research projects. Subject-specific library instruction is given in many courses. Librarians can also assist users with the several hundred electronic databases available through dial-up access to vendors such as Dow Jones News Retrieval, or locally on compact disc.

The Special Collections Department houses noteworthy collections of books and manuscripts in various subject areas. Of particular significance is a collection on The Vietnam War: Imaginative Literature and Its Vision. Others of interest to scholars include The Literary Experience of Conversion: Roman Catholicism and Interpretation, 19th-Century Ornamental Gardening, The Japanese Tea Ceremony, and a number of unique holdings of the works of major authors.





La Salle students and faculty can take advantage of the resources of other libraries throughout the United States by using the Inter-library Loan Service. Librarians can assist users with locating material in other libraries and can obtain books and photocopies of journal articles on loan; a telefax machine speeds transmittal of urgently needed materials. Through a cooperative borrowing agreement with over 30 local libraries, students and faculty can also directly borrow materials from other academic institutions in the greater Philadelphia area.

For further information, call 215-951-1292.

Computer Facilities

The main function of the Academic Computing Department at La Salle is to operate computer laboratories on campus. This department also offers workshops in word processing, spreadsheets, and other software packages, and sells microcomputers at discounted prices.

Academic Computing operates two main labs for student use: a Humanities Lab for foreign language, education, religion, and similar computer assignments, and a Business/Computer Science Lab for programming, business, and statistical assignments.

The Humanities Lab is equipped with 40 Zenith (IBM PC-compatible) microcomputers and two Apple IIe microcomputers. Facilities in the Business/Computer Science Lab include 80 Zenith (IBM PC- and AT-compatible) microcomputers; 20 terminals and five dial-up lines for Academic Computing's Prime 9955 minicomputer; and 20 terminals, two graphics terminals, and five dial-up lines for Academic Computing's three Masscomp 5500 supermicrocomputers.

Academic Computing also operates a lab in Holroyd Science Center. It is equipped with 10 Zenith (IBM PC-compatible) microcomputers. Additionally, the Psychology Department operates a Statistics Lab in Holroyd that is equipped with 10 Apple IIe microcomputers.

Academic Computing has made special purchase arrangements for Zenith computers, and is currently offering a Zenith laptop PC and a Zenith desktop AT, as well as printers, modems, and selected software at discount prices to La Salle students.

At the beginning of each semester, Academic Computing offers workshops in Microsoft Word and Lotus 1-2-3. The workshops last approximately three hours and cover the basics of using these packages. Faculty, students, and staff are encouraged to attend the sessions.

For more information, contact Academic Computing at 215-951-1803.

Career Planning and Placement Bureau

The Career Planning and Placement Bureau, which is located on the fourth floor of the Administration Center, offers a variety of services to students and employers. These include, but are not limited to, personalized career counseling and advertising of available positions. The Bureau is staffed by four full-time professionals: the Director, the Graduate Business Counselor, a Career Counselor, and the Cooperative Education Coordinator. Any Graduate Student or Alumna/Alumnus can utilize the Bureau services at any time during his or her lifetime.

The personalized career counseling includes the following services: job search strategies, resume critique, resume preparation assistance, cover letter/thank you letter/follow-up letter preparation assistance, skills assessment, interviewing techniques including mock interviews, advertising and posting of current employment openings, informational interview referrals, and employment referrals.

The Graduate Business Programs Office publishes a weekly Newsletter that contains listings of available positions. Further information on all positions is listed in the Career Planning and



Placement Bureau Job Book/Binder located in the CPPB office. The Bureau will list and distribute available positions at no charge to an employer.

The Bureau also provides information on careers through the Career Resource Center. This consists of a library of occupational, governmental, and company literature to aid job seekers in obtaining information about prospective employers. Additionally, pertinent articles and information related to employment, education, and salary trends are available.

For further information, call 215-951-1075.

Housing

La Salle University cannot accommodate graduate students in on-campus housing; however, in order to assist members of La Salle in locating available housing in the surrounding community, help is available through the Off-Campus Housing Service. The Service provides: off-campus housing referral listings, roommate referral lists, and general off-campus rental information (tenant-landlord relations, roommate selection, consumer protection, neighborhood businesses and services, etc.).

La Salle University does not inspect available accommodations or screen prospective landlords and tenants.

Graduate students may consider becoming a Resident Assistant in La Salle's undergraduate residence halls. Resident Assistants, who are trained by the Resident Life Office and receive room and board compensation, reside in each living unit and serve as counselors, administrators, and activity programmers. RA's are an outgoing and diversified group who are interested in working with students to make college life in residence an enjoyable and educational experience.

For additional information on any of these programs, call 215- 951-1550.

Food Services

The Food Service Department offers a variety of nutritious items in the two cafeterias it operates on campus. One cafeteria, the North Dining Complex, is located near the residence halls. It seats approximately 450 people and is used primarily by undergraduates who live on-campus. The other cafeteria, the La Salle Union Cafeteria, is centrally located on the main campus and is a popular meeting place on the way to class.

The most recent innovation in Food Service is the award-winning 72-seat Intermissions restaurant located in the La Salle Union building adjacent to the Dan Rodden Theatre. Next to the restaurant is the very popular night spot known as Backstage. Here La Salle students and their guests are treated to a variety of entertainment, ranging from live comedy performances to rock bands. Coupled with this is a 7-foot video screen, DJ booth, and mocktail bar which serves non-alcoholic beverages.

Additionally, La Salle Food Service provides a variety of conveniently located vending machines throughout campus.

Student Health Services

The La Salle University Dispensary provides medical diagnosis and treatment of minor illnesses and injuries and is available to the student body for initial care, first aid, and health information. Located in the North Complex of the Residence Halls on Olney Avenue, directly across



from Hayman Hall, it is open Monday through Friday during the day. The Dispensary is staffed by a registered nurse who serves as the Director. University physicians see students in the Staff Clinic of Germantown Hospital five days a week, and a physician is available in the Dispensary weekly. The Clinic is located on the first floor of the hospital and referrals to the clinic are made by the nurse from the Dispensary.

Both medical and dental emergency services have been arranged with local hospitals, and a complete list of private physicians of every medical specialty is also available. Students are responsible for the costs of these treatments.

Health insurance is strongly advised for all students, and is required for all international students. Many graduate students are covered by insurance plans where they work. Students who are under 23 years of age generally can be covered under their family Blue Cross (Hospital Insurance) and Blue Shield (Medical-Surgical Insurance) program while enrolled as full-time graduate students. Information concerning special Students' Blue Cross and Blue Shield plans for those not covered by work or family plans is available.

For further information, call the Dispensary at 215-951-1565.

Child Day Care

Established in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated day care center housed on La Salle's campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children whose ages range from 18 months to 6 years. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who fulfill certain course assignments through projects at the center. Interested parents can call the Director at 215-951-1573.

Security

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, identification card distribution, shuttle bus/escort services, medical services, and help with cars. Students may obtain photo IDs or parking decals anytime at the Security Office, which is located in the Carriage House on the Belfield portion of the campus. The Director and his staff are available to discuss any University-related security problems. For general information, call 215-951-1300. For emergencies, call 215-951-1111.

Parking

The Security staff is responsible for traffic control on University property. All student vehicles must be registered at the main Security Office (see above) in order to park in University lots. Upon registering, students will be issued a decal to be affixed to the front bumper of their vehicles. There is no fee for registering vehicles.

Physical Recreation

La Salle University invites students, faculty, and staff to expand their physical horizons through the recreational opportunities available at Hayman Hall and its adjacent facilities.

Hayman Hall offers the use of the following: a one-twelfth mile suspended indoor running



track, a completely equipped Olympic-style weight room with free weights and Universal equipment, three 94' by 50' basketball floors, two regulation volleyball courts, a six-lane 25-yard pool with diving well, two singles and one double squash court, and a training room with sauna.

Adjacent to Hayman Hall is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a soccer field surrounded by a 1/4 mile all-weather track.

From time to time, facilities may be closed for athletic events. For more information, call the Athletic Department at 215-951-1527.

Art Museum

The Art Museum at La Salle University opened its doors in 1976 as a cultural resource for the neighborhood surrounding the University and for La Salle students. Its art collection represents the only permanent display of paintings, drawings, and sculpture of the Western tradition offered by a college museum in the Philadelphia area. An objective of the Museum is to develop a comprehensive collection that documents the major styles and themes of Western art since the Middle Ages.

In addition to the paintings on permanent exhibit, the Museum has a collection of Old Master prints and drawings from the 19th and 20th centuries. Selections from these works, often supplemented by loans from other museums, make up temporary exhibitions held four or five times a year. Some developing specializations include portrait prints, Japanese prints, Indian miniatures, and the Susan Dunleavy Collection of illustrated and finely printed Bibles. With these varied resources and the basic collection of paintings, the Museum's educational programs are increasingly interdisciplinary and supplement the humanities, social sciences, and other departments.

The Museum offers a unique opportunity to experience the pleasures and insights of good art in an intimate space. The Museum is located on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215- 951-1221.

Japanese Tea House

Since 1987, La Salle University has offered instruction and demonstrations on the Japanese Tea Ceremony in its own Tea Ceremony House. As an official branch of the Urasenke Tea School in New York, La Salle is the only college or university on the East coast, and one of only a handful in the United States, to offer such lessons. Brother Joseph Keenan, F.S.C., is the coordinator and founder of this Tea Ceremony school.

Known as Chado, or "the way of the tea," the Tea Ceremony is a ritualized event which blends aesthetic, social, and spiritual aspects into one of the richest threads of Japanese culture. Students who plan to work in Japan or deal with Japanese businesses thus enjoy a unique opportunity to learn about the Japanese lifestyle of which the Tea Ceremony is so very important.

La Salle also offers a class in Chabana, flower arrangement exclusively for the Tea Ceremony, as well as courses in Japanese language, art, and business management.

The Tea Ceremony House is located on the Belfield Estate in a former cottage that was constructed by William Wister during Colonial days. The tea and preparation rooms are modeled after the traditional 16th century Japanese Tea Room.

For further information, contact Brother Keenan at 215-248-2434.



Master of Business Administration (MBA)

Director

Gregory O. Bruce, M.B.A.

Faculty

Professors: Barenbaum, Courtney, Goldner, Halpin, Joglekar, Kane, Kerlin, McCarty, Seltzer

Associate Professors: Buch, George, Geruson, Grady, Hanratty, Hofmann, Kelly, Kennedy, Korzeniowski, MacLeod, Miller, Reifsteck, Rhoda, Schubert, Troxell, Wiley

Assistant Professors: Bean, Borkowski, Bradford, Brazina, Cairo, Cogan, Javie, Leauby, Massimini, Meisel, Mohebbi, Mooney, Porter, Rappaport, Shuman, Szabat, Talaga, Tavana, Trinidad, Van Buskirk, Walsh, Zook

Instructors: Fisher, Stone, Ugras

Adjunct Professors: Alexander, Bellenghi, Boseman, Brown, Bruce, Churchill, Creelman, DiPrimio, D'Orazio, Gillespie, Gray, Gulla, Heaney, Jourdan, Jungreis, Mahoney, McDade, Monteleone, Mullan, Nucera, Pennington, Policastro, Remley, Riviezzo, Siegal, Snook, von Allmen, West, Winter, Ziff, Zuckerman

Description of Program

La Salle's MBA program develops and strengthens the managerial skills and business theory needed to enhance one's career. One of our priorities is to serve the business education needs of a student population that is adult, professional, and highly motivated.

The mission of the School of Business Administration is to offer an education that prepares students for a purposeful life by integrating human values with the specialized skills of current business management. As practiced throughout the University, paramount importance is placed on teaching and on offering a maximum of personal attention and guidance to help students in their lives as well as in their careers.

The faculty and staff of the School of Business Administration recognize the value of an educational program in which experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge. Most students in our MBA program are working professionals seeking to advance themselves through part-time education. The program also provides full-time students with an opportunity to benefit from the classroom environment and the practical perspective of experienced managers.

The Graduate Business program strives to fulfill its mission by requiring students to develop analytic, decision-making, and communications skills; by developing in students the ability to define and synthesize seemingly ambiguous or unclear concepts; by helping students form independent, well-reasoned judgments; and by exposing students to common business research methods and practice. Moreover, we encourage business exposure for our faculty and students in order to bring hands-on, real-world experiences into the classroom.



Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education.
2. An official transcript from all undergraduate and graduate institutions attended.
3. A professional resume, if applicable.
4. Scores from the Graduate Management Admission Test (GMAT). Information on GMAT preparation and registration may be obtained from the MBA office.
5. As an option, other information such as letters of recommendation that the applicant feels would enhance his or her overall profile may be presented.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by writing to:

Director of Admissions, MBA Program

La Salle University

20th Street and Olney Avenue

Philadelphia, PA 19141

Tuition and Fees

Application Fee	\$20.00
Tuition (Effective 9/89 - 9/90) (per credit)	\$275.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00





Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the MBA program:

1. *MBA Scholarships*: Beginning with the 1989-90 academic year, La Salle University is pleased to offer three full-tuition scholarships to qualified first-year MBA students. Each scholarship includes full tuition and a \$100.00 per month stipend. Scholarship recipients are required to carry nine credits each trimester and work 12 hours per week during the fall, spring, and summer terms assisting faculty in applied research. Qualified applicants must have a minimum undergraduate grade point average of 3.0 and a minimum Graduate Management Admission Test score of 550. Three letters of recommendation are also required. Applicants are asked to send a cover letter with the application stating their interest in the scholarship program to the Director of Admissions, MBA Program.
2. *Graduate Assistantships*: Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus. In addition to providing financial support, the graduate assistant designation is intended to enhance the educational experience by having the student work in close support of current business faculty research. Awards are granted on the basis of either academic credentials or financial need. The funds earned do not provide direct tuition relief, but are intended to help meet incidental expenses encountered by students. Students are paid on a weekly basis for the number of hours worked. The total amount that may be earned is determined by need and fund availability. Students must make satisfactory progress toward the degree in order to maintain the award.
3. *Deferred Payment Plan*: Available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

Progression Through The Program

The following is presented as a model for progression through the MBA program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 36 to 60 graduate credits

Basic Business Core: intended to provide students with a functional knowledge of business theory. Students who may not have academic or professional business experience can become familiar with the fundamental principles in each business discipline through successful completion of this core. Upon acceptance, each student will be informed by the Admissions Committee of all basic core courses that have been waived. It is strongly urged that the applicant thoroughly document all evidence that could substantiate a basic core equivalency. The Basic Core courses are:

ACC 502 Financial Accounting
ECN 505 Economic Analysis
FIN 514 Principles of Finance
MGT 506 Organizational Behavior
MGT 511 Operations Management
MIS 517 Management Information Systems
MKT 518 Principles of Marketing
QNT 509 Statistical Analysis
Math Requirement: one undergraduate calculus course



Management Core: The student's knowledge is extended and enriched through application of basic principles within a managerial framework. The courses in this area ensure comprehensiveness in the program of study, expose the student to the functional areas at a more sophisticated level, and supply a managerial framework for the analysis of management decision making. The Management Core consists of:

ACC 602 Managerial Accounting
ECN 605 Macroeconomic Analysis and Forecasting
FIN 614 Financial Management
HRM 619 Personnel Management and Labor Relations or
MGT 620 Behavioral Science Workshop
MKT 618 Marketing Management and Decision Making
ELECTIVE (depending on specialization)
ELECTIVE (depending on specialization)

Professional Specialization Areas: Students choose a specialization area in which at least three courses must be completed. If a student completes four courses in one specialization area, only one elective remains in the management core. The available specialization areas are: Accounting, Finance, Health Care Administration, Human Resource Management, Management, Management Information Systems, and Marketing.

Policy Area Courses: The policy seminar course sequence is the capstone of the program. It provides the student with the opportunity to integrate what has been learned in the management core and the specialization courses. The two policy area courses should be completed in the final two successive terms of the program.

For most specializations:

BUS 697 Business and Society
BUS 699 Business Policy Seminar

For the Health Care Administration specialization:

HCA 697 Legal and Regulatory Aspects of Health Care
HCA 698 Health Care Policy Seminar



Course Descriptions

Accounting

Joseph Markmann, C.P.A., Chair

ACC 502

Financial Accounting

An accelerated introduction to the principles of accounting. Includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, depreciation methods, inventory valuations, and methods of obtaining capital.

ACC 582

Accounting Theory I

An intensive study of the theories involved in correct financial accounting as they relate to the valuation of assets and liabilities; accounting for owners' equity; the measurement and reporting of earnings; and the flow of funds of a business enterprise.

Prerequisite: ACC 502

ACC 602

Managerial Accounting

A conceptual study of accounting methods and techniques used to determine, measure, and control costs; includes the understanding of job and process costing, standards, budgets, estimates; the interpretation and use of accounting reports and statements to control current operations and formulate policies for the future.

Prerequisites: ACC 502, FIN 514

ACC 606

Accounting Theory II

An examination of special topics in accounting theory, including: acquisitions, mergers; preparation of consolidated financial statements; partnerships; foreign operations; special sales procedures; fiduciaries.

Prerequisite: ACC 582

ACC 634

Accounting for Managerial Decision Making

Advanced managerial accounting, focusing on commonly used accounting methods and techniques used in making business decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting decisions. Students, on both an individual and group basis, work with complex problems and cases.

Prerequisite: ACC 602

ACC 660

Advanced Accounting Problems

Study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research.

Prerequisite: ACC 582 or undergraduate equivalent

ACC 661

Income Taxes

Study of basic principles of federal taxation of individuals, partnerships, corporations, estates and trusts; fundamentals of Pennsylvania corporate taxation and personal income taxation; Philadelphia taxation of business.

ACC 672

Auditing

A conceptual study of the audit process with applied aspects of the discipline. Relates and compares the role and responsibility of management to that of the independent certified public accountant. Presents generally accepted auditing standards, basic audit methodology, and procedures with emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.

Prerequisite: ACC 582 or equivalent.

ACC 680

Applied Research in Business

An unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his employer's management activities. This independent study option requires approval of the employer and supervision of the professor.

Prerequisite: Approval of advisor

ACC 682

Accounting Seminar

Directed research in selected accounting topics of current interest and of advanced nature requiring one or more reports of the results of individual's research and study.

Prerequisite: ACC 582 or equivalent

Business Administration

BUS 676

Law for the Business Manager

An intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management decision making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

BUS 697

Business and Society: The Legal, Ethical, and Social Environment of Business

The non-economic values of society and of business in particular, especially as they relate to economic values, goals, and operations of the firm. Consideration given to: the legal framework within which economic activity occurs; the causal relation and response pattern of business to selected current social issues and problems; identification of implicit ethical assumptions of the interaction of legal and social issues within the business community. Specific issues such as property vs. personal rights and ownership and the distribution of income are considered. Intended to help the student formalize underlying value assumptions.

Prerequisite: Must be taken in the final term of the MBA course of studies.



BUS 699 **Policy Seminar**

A capstone seminar in the formulation and administration of organizational planning and policy. Integrates previous functional and quantitative learning experiences with one another, as well as with the student's managerial/professional experiences. Use of case studies, course projects, and simulation games to focus on the effective formulation, evaluation, and implementation of organizational strategy as a response to external events and as a basis for planning the direction, character, and survival of the organizational unit.

Prerequisite: Must be taken in the final term of the MBA course of studies.

Economics

Richard T. Geruson, Ph.D., Chair

ECN 505

Economic Analysis The basic macro and micro tools of economic analysis. Application of economic theories through economic policies and their effect on consumers and businesses. The role of the public sector in a market economy.

ECN 605 **Macroeconomic Analysis and Forecasting**

Provides the manager with an understanding of how the general economy and its individual sectors influence the operation of the firm. A sectoral macroeconomic model is developed. Applications of the model include simplified computer-based forecasting and evaluation of fiscal and monetary policy.

Prerequisites: ECN 505, FIN 514, MTH. REQ., QNT 509

Finance

Lester Barenbaum, Ph.D., Chair

Finance 514 **Principles of Finance**

Introduction to the financial system and its relationship to the financing of domestic and international business ac-

tivity. Financial market components and phenomena such as money and monetary policy, financial instruments and institutions, exchange rates, domestic funds flows and the balance of payments, market efficiency, and interest rate level and structure are discussed. The significance of these items for financing business activity is emphasized. Concepts relevant for corporate financing decisions such as the time value of money, security valuation, financial statement analysis, and financial forecasting are introduced.

Prerequisite: ACC 502

Finance 614 **Financial Management**

An overview of current theory and practice in business finance with emphasis on the development of decision-making criteria. Topics include financial planning, working capital management, capital budgeting, and debt-management policy. The use of electronic spreadsheets is also incorporated in the analysis of case studies.

Prerequisites: ECN 505, FIN 514, MTH. REQ., QNT 509

FIN 635 **Short-term Financial Planning and Working Capital Management**

An in-depth study of short-term financial planning; accounts receivable management; inventory management; liquidity management; the efficient use of cash and the firm's management of its concentration-banking system. Descriptive materials and the use of quantitative techniques such as linear programming, goal programming, simulation, and multivariate analysis are examined. Prewritten computer programs aid in preparing solutions to case studies.

Prerequisite: FIN 614

FIN 646 **Principles of Risk and Insurance**

A survey of the underlying principles, practices, and legal aspects of life, fire, marine, fidelity and corporate surety, employer's liability, title, and credit insurance. Examines the responsibilities and activities for treating risk at three levels: personal and family, business, and govern-



ment. This course is an elective and may not be used toward a specialization in finance.

FIN 648
Financial Markets and Institutions

An examination of the general nature of the financial system and the role that financial institutions play in it. The flow of funds in financial markets and the dynamics of interest rate level and structure determination are discussed within the context of how financial institutions affect and are affected by them. An overview of the financial management of major financial institutions, especially banks, thrifts, insurance companies, and pension funds, is highlighted with case study analyses and discussions.

Prerequisite: FIN 614

FIN 664
Portfolio Management

Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; impact of government regulation. Evaluation of current theory, its significance for financial management decision making and consideration of relevant empirical evidence are covered.

Prerequisite: FIN 614

FIN 665
International Finance

An overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.

Prerequisite: FIN 614

FIN 666
Public Financial Management

This course focuses on the problems faced in the financial arena by the public sector. Particular emphasis is placed on: the macro- financial issues facing state and

local governments, including discussion of their growing importance in the economy, and their fiscal health; the effects of regional population shifts; and hands-on problems faced by the financial manager in the public enterprise, including budgeting, financial accountability, and expenditure analysis.

Prerequisite: FIN 614

FIN 667
Mergers and Acquisitions

An analysis of the acquisition by one firm of all or some of the assets of another firm and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.

Prerequisite: FIN 614

FIN 668
Financial Management of Banking Institutions

The financial problems/procedures of banking institutions are discussed in a managerial context. Topics include liability management, bank financial statement analysis, consumer and commercial lending systems, investment and liquidity management, margin, gap and hedging strategies, costs and pricing. Case studies and a micro-computer simulation model are used.

Prerequisite: FIN 614

FIN 676
Pension Planning

An analytical study of the characteristics and problems of the private approach for providing financial resources for retirement years. Critical evaluations of effectiveness, with consideration given to costs, computation method, benefits formulae, inflation impact, plan membership profile, accounting and tax consideration, management of fund's assets including portfolio considerations, and the interrelationship with social insurance programs. Design and management decision analysis is studied through cases.

Prerequisite: FIN 614

FIN 680
Applied Research in Business
(See ACC 680 for general description.)

FIN 684
Selected Topics in Finance

Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.

Prerequisite: FIN 614

Health Care Administration
Anne Walsh, M.B.A., M.S.W.,
Coordinator

HCA 631
Health Care Organization and Management

Analysis of the health care system in the U.S., with specific emphasis on the impact of financial, regulatory, human resource, and technological variables upon the delivery of health care. The managerial function within health care institutions is examined in relation to organizational and system components.

HCA 672
Marketing for the Health Care Organization

Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies.

Prerequisite: MKT 518

HCA 675
Financial Management of Health Care Institutions

Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding techniques, reimbursement and rate setting, and financial reporting are explored.

Prerequisites: HCA 631, FIN 514, ACC 602



HCA 680 Applied Research in Business
(See ACC 680 for general description.)

HCA 697
Legal and Regulatory Environment of Health Care

Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are assessed.

Prerequisite: HCA 631; must be taken in the final term of the MBA course of studies.

HCA 698
Health Care Policy Seminar

Integrative seminar which analyzes operational and environmental variables that impact upon policy formulation. Specific corporation strategies such as diversification, joint venture, and affiliations are examined via specific case illustrations.

Prerequisite: HCA 697; must be taken in the final term of the MBA course of study.

Human Resource Management

HRM 619
Personnel Management and Labor Relations

The personnel and labor relations function in modern society is examined. This is a survey course designed to acquaint the student, through reading and cases, with an effective employer-employee relationship, and with an effective employer-union relationship.

Prerequisite: MGT 506

HRM 647
Employment Legislation

Federal and state statutes influencing or controlling management's options in handling problems of EEO, employee benefits and insurance, OSHA and workman's compensation, and wages and hours.

Prerequisite: HRM 619

HRM 651
Collective Bargaining

A study of the collective bargaining process and the administration of the resulting trade agreement within the statutory con-

straints established by government in the public and private sectors.

Prerequisite: HRM 619

HRM 663
The Arbitration Process

The arbitration process from grievance application to arbitral disposition. Special attention to managerial decision making and its effects on the arbitration process; legal constraints affecting this process. Topics include: history and scope, procedures and techniques, and substantive issues such as management rights, seniority, discharge and discipline, employee benefits and remedies. Discussion of actual arbitration cases; filmed hearings. Practical methods for resolving disputes before reaching the arbitration stage.

Prerequisite: HRM 619

HRM 669
Human Resource Development

Readings, discussion, and case analysis to develop a theoretical base and working tools for developing human resources. Topics include: informal and formal performance evaluations, diagnosing performance problems, employee training, management development, career development, and the use of various training and development activities such as coaching and counseling.

Prerequisite: HRM 619

HRM 679
Topics in Human Resource Management

Examines selected advanced areas in human resource management. Specific topics are considered in depth and vary from term to term.

Prerequisite: HRM 619

HRM 680
Applied Research in Business
(See ACC 680 for general description.)

Management
Steven Meisel, Ph.D., Chair

MGT 506
Organizational Behavior

An analysis of individual and group behaviors in an organization. Discussion of

administrative and organizational systems. An integrated series of readings, lectures, discussions, and experiential activities involving the managerial application of recent theories, models, and concepts. Topics include: motivation, group process and dynamics, interpersonal communications, organizational structure and technology, leadership and rewards, planning and control, and managing conflict and change.

MGT 511
Operations Management

An introduction to the concepts, principles, and practices of production/operations management. Planning, organizing, and control of manufacturing as well as service operations. Application of quantitative decision techniques such as breakeven analysis, decision theory, forecasting, linear programming, economic order quantity, and simulation.

Prerequisite: QNT 509

MGT 620
Behavioral Science Workshop

Examines the skills necessary to be an effective manager through both a conceptual and experiential focus. Topics discussed include: administrative, interpersonal, leadership, oral and written communications skills. The course begins with an assessment center workshop which helps the individual identify his or her own level of various managerial skills. The remainder of the course will present conceptual frameworks and information about these skills as well as providing opportunities to improve them.

Prerequisite: MGT 506

MGT 628
Management in the Public Sector

Application of management theories to the operation of organizations in the public sector. Stresses the difference in management between private and public sector organizations, while covering such topics as bureaucracy in the political system, accountability and responsibility, public personnel administration, and the budgeting process.

Prerequisite: MGT 506

MGT 636
Organizational Analysis

An examination of the nature and types of large, complex, formal organizations. Focus on the organization as a whole. Exploration of theories of organizational design, environment, climate, and change to aid in the understanding of organizational structures and processes. In-depth analysis of an organization as a term project.

Prerequisite: MGT 506

MGT 641
Organizational Development and the Consulting Process

Provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.

Prerequisite: MGT 506

MGT 642
Organizational Communication

Study of organizational communication theories and applications, including: issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. Class will include student analysis of specific workplace communication networks.

Prerequisite: MGT 506

MGT 643
**New Venture Management/
Entrepreneurship**

The philosophical and practical aspects of entrepreneurship, including the development and selection of new ideas, risk taking, developing a working venture team, and writing a business plan. Through preparation of a complete business plan, students will experience and learn about some of the pressures of entrepreneurship.

Prerequisites: ACC 502, FIN 514, MGT 506, MIS 517

MGT 644
**Management of Technology/
Innovation**

This course is intended for students with particular interest in organizational issues in management of innovation and change. It provides students with diagnostic tools

and conceptual frameworks for introducing and managing innovations. The focus is on the innovation process as well as the organizational characteristics inductive to innovations. Managerial initiatives and contextual conditions which can influence the nature and rate of innovations will be emphasized.

Prerequisite: MGT 506

MGT 645
Multinational Management

Considers the nature and scope of multinational management with specific characteristics of these enterprises and of the environments within which they function. Exploration of new management problems confronting executives in multinational organizations. Evaluation of the importance of international business to the U.S. economy and its mutual relationship with the world economy.

Prerequisite: MGT 506

MGT 646
Corporate Planning

Consideration of various approaches to corporate planning. A critical appraisal of theories, tools, and techniques for systematic planning and forecasting. Use of lectures, cases, and discussion formats for the class.

Prerequisite: MGT 506

MGT 647
Readings in Management

Provides an in-depth examination of a topic of current management interest. Course will involve extensive reading and critical appraisal of both popular and scholarly literature. The course will use a seminar format.

Prerequisite: MGT 506

MGT 652
Managerial Skills Laboratory

Self-assessment and improvement of those skills critical to an effective manager through active participation in classroom activities and interaction of specific techniques that can be learned and practiced in the laboratory setting, then used in the work situation.

Prerequisite: Permission of the Professor

MGT 680
Applied Research in Business
(See ACC 680 for general description.)

MGT 686
Management Seminar

Each student conducts an in-depth study of a selected management problem within the context of the overall seminar topic, such as quality of worklife, organizational decision making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.

Prerequisite: MGT 506

**Management
Information Systems**

Steven Meisel, Ph.D., Chair

MIS 517
**Introduction to Management
Information Systems**

An overview of management information systems, including related systems of transaction processing and decision support and their role in effective corporate management. Emphasizes the design and maintenance of the five components of the computer-based management information system: hardware, software, data, procedures, and personnel. Hands-on experiences with PC-based spreadsheet and data-base packages are incorporated.

MIS 560
**Computer Software-System and
Application**

Provides a foundation in the design and implementation of software. Develops programming and problem-solving skills using COBOL. Topics include: elementary COBOL including standard data processing applications with structured code, system editors, assemblers, compilers, linking loaders and subroutine linkage, and operating systems.

Prerequisite: MIS 517

MIS 600
File and Data Structures

Provides a foundation for data structures and their applications in information systems. Introduces different file organiza-



tions and file management techniques. Topics include: arrays, stacks, queues, linked lists, trees and associated algorithms; file organizations, sequential, indexed sequential, and random access files. Programming of examples using COBOL.

Prerequisite: MIS 560

MIS 610 Information System Analysis and Design

Information systems as management tools used for planning, control, and decision making. Systems concepts, and the entire process of systems development, including: problem identification and formulation, feasibility study, systems analysis, conceptual design, detailed system design, implementation, and systems evaluation and maintenance. Students design an information system by participating in interdisciplinary groups.

Prerequisites: MIS 600, MIS 517 (or equivalent background)

MIS 642

Database Management

Treats concepts and structures necessary to develop and implement database management systems. Techniques of system design and implementation are evaluated and examples presented. Topics include theory and design of information retrieval systems, database design, data models, data description languages, and query languages.

Prerequisite: MIS 600 or equivalent

MIS 665

Information Services Management

Provides an understanding of information systems and their role in managing organizations, and prepares students for effectively managing information services activities. Topics include: information systems long-range planning, evaluation of information systems, management of the implementation process, the organizational and behavioral implications of information systems, and organizational design of the information services unit. This non-technical course is intended for students not specializing in MIS.

Prerequisites: MIS 517, MGT 506

MIS 679

Topics in Management Information Systems

Examines selected advanced areas in Management Information Systems. Specific topics are considered in an in-depth manner and vary from term to term.

Prerequisite: MIS 600

MIS 680

Applied Research in Business

(See ACC 680 for general description.)

Marketing

Sharon Javie, M.B.A., Chair

MKT 518

Principles of Marketing

An introduction to the marketing con-

cepts and practices currently used by business firms. Influences of environmental factors and consumer behavior on marketing opportunities; segmentation and targeting. The marketing process, including marketing planning, the product offering, pricing, promotion, and distribution.

MKT 618

Marketing Management and Decision Making

Application of marketing concepts and decision-making techniques to the solution of marketing management problems. Topics include: marketing planning, analysis of market demand, selection of target markets, development of market strategies and programs.

Prerequisites: MKT 518, QNT 509



MKT 620
Consumer Behavior

Examines the social, cultural, psychological, and economic influences on consumer behavior. Applications of behavioral science principles to the development of marketing strategies.
Prerequisite: MKT 618

MKT 625
Advertising and Promotion Management

The study and practical application of the analysis, planning, control, and decision-making activities involved in the promotional process. Topics include: objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.
Prerequisite: MKT 618

MKT 630
Marketing Research

Research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas.
Prerequisites: MKT 618, MTH REQ, QNT 509

MKT 638
Selected Topics in Marketing

Considers selected areas of marketing management. Specific topics are considered in depth and vary from term to term. These topics include sales management, new product development, and sales forecasting.
Prerequisite: MKT 618

MKT 639
International Marketing

A managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.
Prerequisite: MKT 618

MKT 640
Marketing Strategy and Planning

An opportunity for students to synthesize managerial and strategic planning aspects of marketing and to consider technical

aspects of the marketing mix. The course will emphasize case studies which require the application and integration of concepts acquired in previous courses. Students specializing in marketing are expected to take this course as the final course in the concentration.
Prerequisites: MKT 618 and MKT 630

MKT 680
Applied Research in Business
(See ACC 680 for general description.)

MKT 688
Marketing Seminar

Critical evaluation of recent developments and issues in the marketing field. Preparation of a research paper integrating a variety of previously developed conceptual tools and strategies. Seminar topics vary and are announced each term. Topics include: advertising, decision making, marketing research, and application of management science in marketing.
Prerequisite: MKT 618

Nonprofit Management
Steven Meisel, Ph.D., Chair

NPM 620
Management Accounting for Nonprofit Organizations

By interrelating financial accounting with management accounting concepts, current theory and managerial skills will be developed for comprehensive budgeting, cash flow management, capital budgeting, breakeven/contribution margin analysis, and responsibility reporting. Students will develop skills in the use of electronic spreadsheets for financial projections and evaluation.
Prerequisite: ACC 502

NPM 630
Management of Nonprofit Organizations

An examination of management principles and practice for nonprofit organizations. Consideration of leadership in a nonprofit environment, motivation of staff and volunteers, role of the founder and the board, types and structures of nonprofit organizations. Use of case studies.

NPM 640
Marketing for Nonprofit Organizations

Consideration of the marketing concept and marketing management as it applies in nonprofit organizations. Topics include audience development/increasing the client base, marketing strategy and planning, direct mail and other solicitation approaches, developing market differentiation, and market research. Use of case studies.

NPM 688
Nonprofit Management Seminar

This course, employing directed research and a case approach, considers selected topics of current or continuing interest. Topics may include boards and board development, management of volunteers, governance of organizations, the nonprofit manager as entrepreneur, current issues. Seminar paper and presentation are required.

Quantitative Analysis
Steven Meisel, Ph.D., Chair

QNT 509
Quantitative Analysis for Business

Basic quantitative methods used in analysis and decision making. Emphasis on developing familiarity with techniques and circumstances under which they are applicable. Topics include: descriptive measures of central tendency and dispersion, probability and probability distributions, sampling and statistical estimation, hypothesis testing, inferential univariate regression and correlation analysis, time series analysis, and decision making under uncertainty and risk.

QNT 621
Statistics for Management Decision Making

Advanced topics used in quantitative decision making. Introduction to probabilistic models, analysis of variance and covariance, multiple regression and correlation analysis, chi-square-related tests, nonparametric tests, statistical decision techniques, decision strategies, value of information, basic experimental design. Use of package computer programs.



Students encouraged to design their own programs for statistical analysis.

Prerequisite: QNT 509

Taxation

Joseph Markmann, C.P.A., Chair

TAX 588

Federal Income Tax

A study of the basic principles of federal taxation as applied to individuals, partnerships, and corporations, including discussion of inclusions, exclusions, deductions, asset basis, exchanges, gains and losses, capital gains and losses, and tax determination. Course intended for students with no previous training in taxation who plan to take additional tax courses.

TAX 622

Management Taxation

Basic tax rules that every manager should know. The various types of business entities, how to organize them, how to capitalize them, and what initial elections to make. The life cycle of a business entity, including: acquisitions, dispositions, use of net operating loss carryovers, compensation and fringe packages, dividends and accumulated earnings problems, and, finally, liquidation. Structured around a hypothetical business entity to give the student an understanding of the taxation problems a business may encounter.

Prerequisite: ACC 602 or equivalent

TAX 631

Partnership and S Corporations

Comparison of the tax aspects of these two entities. Income tax problems encountered in the organization, operation, reorganization, and dissolution of each. Elections available to both the partnership and the partners. Tax planning opportunities and the impact of the Tax Reform Act of 1976 on the future of tax shelter partnerships.

Prerequisites: ACC 602, TAX 588, or equivalent

TAX 641

Tax Accounting, Elections, and Consolidated Returns

Analysis of major areas of federal income taxation, including accounting methods, accounting periods, change of accounting



method or period, cash vs. accrual basis, installment sales, multiple surtax exemption, acquisitions made to evade or avoid income tax, allocation of income and deductions among taxpayers (Sec. 482), accumulated earnings credit, inventories, net operating losses, minimum tax for tax preferences, investment credit and depreciation planning. Planning opportunities available to corporations filing consolidated returns.

Prerequisites: ACC 602, TAX 588, or equivalent

TAX 655

Corporation Taxes I

Corporate organizations, capital struc-

tures, personal holding companies, collapsible corporations, taxable and tax free liquidations, dividends and other nonliquidating distributions, stock redemptions and partial liquidations.

Prerequisites: ACC 602, TAX 588, or equivalent

TAX 656

Corporation Taxes II

Corporate reorganizations, corporate separations, corporate divisions, use of net operating loss carryovers, corporate tax attributes, and multiple corporations.

Prerequisite: TAX 655

Master Of Arts In Bilingual/Bicultural Studies (Spanish)

Director

Leonard A. Brownstein, Ph.D.

Faculty

Professor: Brownstein

Associate Professors: Clabaugh, Fair, Morocco

Assistant Professor: Angerosa

Adjunct Professors: Alvarado-Jimenez, Blanco, Devine, Rodriquez Perez, Sandstrom

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other urban professionals (e.g., police, nurses, hospital employees, social workers, court employees, etc.). The program is designed to provide extensive bilingual and bicultural instruction for those professionals who directly serve the ever-growing Spanish-speaking population of the Philadelphia area and the nation.

The program has three tracks. Each track is designed to provide intensive language training and courses in education, sociology, and history, and to deal with Hispanic problems in adjusting to the mainland way of life.

Track 1 is intended for teachers of Spanish and teachers of English to speakers of other languages. It is intended as well for all other educators who have a need to develop bilingual/bicultural skills. Pennsylvania certification in teaching Spanish, K-12, may be included as part of this program.

Track 2 is intended for other professionals who need Spanish language training and increased bicultural understanding to function more effectively in the Hispanic community (social workers, police, nurses, and others).

Track 3 is a non-degree graduate track for educators and urban professionals to develop proficiencies in urban Spanish and bicultural understanding.





Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by writing to:

Dr. Leonard A. Brownstein
Director, Bilingual/Bicultural Program
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141

Tuition And Fees

Application Fee	\$20.00
Tuition (effective 9/89 - 9/90) (per credit)	\$255.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Bilingual/Bicultural program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Progression Through The Program

The following is presented as a model for progression through the Bilingual/Bicultural program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 30 graduate credits

First Semester

Track 1

BLS 505 Spanish for Educators

BLS 600 Cross-Cultural Communication

Track 2
BLS 500 Urban Spanish 1
BLS 600 Cross-Cultural Communication

Second Semester

Track 1
BLS 601 Techniques of Teaching English to Speakers of Other Languages
BLS 604 History of the Americas

Track 2
BLS 501 Urban Spanish 2
BLS 604 Cultural Pluralism and Problems of Minority Groups

Spring Immersion Program (5 weeks in May and June—9 credits)

During the Spring Immersion, students will be given an intensive language training program. In addition, there will be a series of practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies. Finally, each student will be placed in a field experience directly related to his or her profession. These field experiences will also form the basis for the Master's Project, which will be the capstone experience for all students.

Track 1
BLS 506 Spanish for Educators— Part 2
BLS 508 Symposia and Workshops
BLS 520 Field Experience

Track 2
BLS 502 Urban Spanish 3
BLS 508 Symposia and Workshops
BLS 520 Field Experience

Third Semester

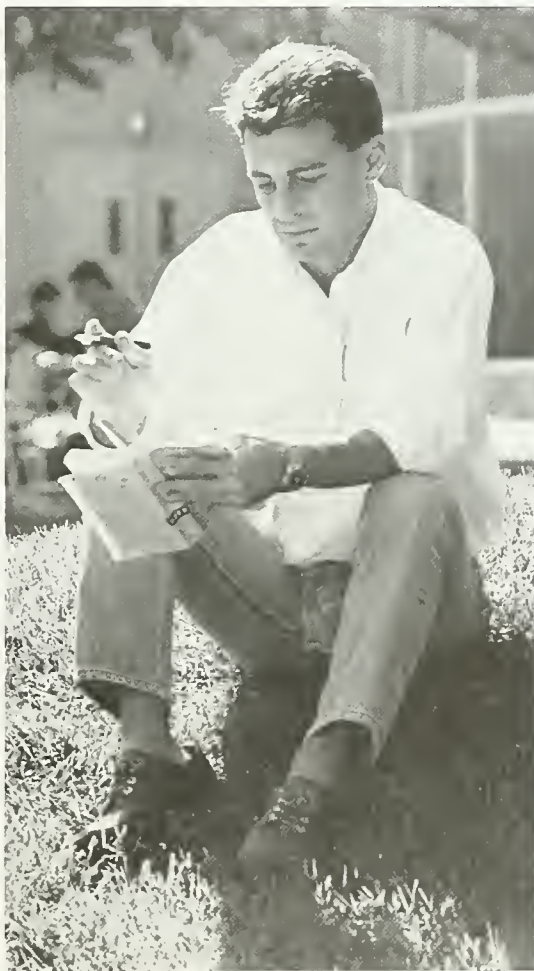
Track 1
BLS 605 Curriculum and Development
of Bilingual Programs
BLS 630 Economics and the Hispanic
Community

Track 2
BLS 503 Urban Spanish 4
BLS 607 Puerto Rican Art and Music

Fourth Semester

Track 1
BLS 651 Master's Project

Track 2
BLS 651 Master's Project

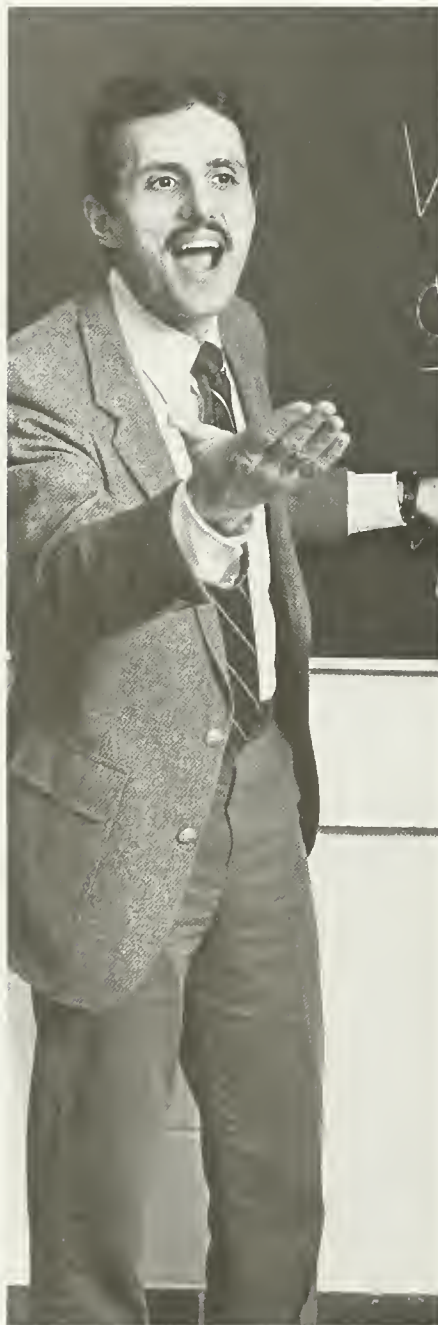




Course Descriptions

BLS 500 Urban Spanish 1
BLS 501 Urban Spanish 2
BLS 502 Urban Spanish 3
(Spring Immersion Program)
BLS 503 Urban Spanish 4
BLS 504 Urban Spanish 5

These courses, required for all candidates in Track II and those candidates in Track I who qualify, are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idio-



matic characteristics of Caribbean Spanish, especially that of Puerto Rico. The courses use current language methodologies and are extensively individualized. Police, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish speakers. Instructors and others from the Hispanic community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 505 **Spanish for Educators I**

An intensive language course to develop and refine listening, spelling, reading, and writing skills in Spanish vocabulary, structure, and idioms. This course reflects the functional level of Spanish that teachers and other educators need in order to communicate with Hispanics in urban school settings and the community. This course is taught by a Hispanic who has had training in language teaching and experiences in urban bilingual classrooms. There are a series of entrance and exit tests to determine growth and competency of candidates.

BLS 506 **Spanish for Educators II** **(Spring Immersion Program)**

This course continues the development of skills acquired in Spanish for Educators I, but is offered during the Spring Immersion Program when candidates have the advantage of a four-day practice session of five weeks. Again, tests are used to measure growth of competency.

BLS 508 **Workshops and Symposia** **(Spring Immersion Program)**

Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies.

BLS 520 **Field Experience in the Hispanic Community** **(Spring Immersion Program)**

During the Spring Immersion Program, each student will be placed in a field experience in the Hispanic Community directly related to his or her profession; that is, teachers will

assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Hispanics.

BLS 600 **Dynamics of Cross-Cultural Communication**

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially between Hispanics and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Hispanics; language and culture; language as social behavior; and channels of communication.

BLS 601 **Techniques of Teaching English to Speakers of Other Languages**

Analysis of various methodologies used in teaching English as a second language; contrasting analysis between Spanish-English sounds and structure patterns. Emphasis upon methods in teaching, listening, speaking, reading, and writing skills. Micro-teaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

BLS 602 **History of the Americas**

This course treats the history and culture of the major Hispanic groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Hispanic and Anglo communities.

BLS 603 **Caribbean Literature**

This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, Gonzalez, Soto, Figueroa, Diaz Valcarcel, Marques, and Luis Rafael Sanchez. Emphasis is given to a cultural,



sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society.

BLS 604
Cultural Pluralism and Problems of
Minority Groups in the U.S.A.

Emphasizing Hispanics but also focusing in

general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the culture of poverty, urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605
Curriculum and Development
of Bilingual Programs

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of the bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 606
English for Educators

An intensive language course to develop and refine listening, speaking, reading, and writing skills in English. This course is designed for Hispanics who teach in bilingual settings and need further training in English. Entrance and exit tests are used to measure achievement. Course is taught by an Anglo who also has a functional command of Spanish and has been trained in methods of teaching English as a Second Language.

BLS 607
Puerto Rico: Art and Music

This course traces the history of art and music in Puerto Rico, emphasizing the major influences on the evolution of both. Taino, Spanish, and African contributions to art and music in Puerto Rico will be explored in detail.

BLS 620
Independent Study

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

BLS 630
Special Topics

As interests dictate, special programs may be introduced into the curriculum, discussing specialized areas of study in bilingual/bicultural issues.

BLS 651
Master's Project

A supervised, individual project related to the student's field work in the Hispanic Community. The project is the capstone experience of all members of the M.A. program.



Master of Arts in Education

Director

Gary K. Clabaugh, Ed.D.

Faculty

Associate Professors: Clabaugh, Feden, Lambert, Vogel

Assistant Professors: Colhocker, Ryan

Description Of Program

The Master of Arts degree in Education is a part-time program (evenings and summer) designed for all education and related professionals. It provides a significant alternative to traditional graduate programs by emphasizing the educator's understanding of the learner rather than subject matter or methods.

Certification: It is often possible for the student to obtain either an Instructional I certificate for teaching in the Commonwealth of Pennsylvania or a second certificate in a new field of specialization. Details for this process will be determined on an individual basis. All credits earned in the program apply toward the completion of Instructional II requirements in Pennsylvania.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center of La Salle University.
3. Two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. An opportunity for a personal interview with the Director of the program.

The Application for Admission may be obtained by writing to:

Dr. Gary K. Clabaugh
Director, Graduate Education Program
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141



Tuition and Fees

Application Fee	\$20.00
Tuition (effective 9/89 - 9/90) (per credit)	\$255.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Education program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information can be obtained from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Progression Through The Program

The following is presented as a model for progression through the Graduate Education program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 30 graduate credits
Comprehensive Examination

Core Courses: Each student is required to complete 18 credit hours of core courses. These are offered evenings during the academic year (September to early May). The additional 12 credit hours are earned in Enhance and Enrich Seminars. These are offered evenings during the summer.

First Semester

EDC 501

EDC 503

Second Semester

EDC 502

EDC 601

Enhance and Enrich: Summer

EDC _____

EDC _____

Third Semester

EDC 602

Fourth Semester (if necessary)

EDC 603

Enhance and Enrich: Summer

EDC _____

EDC _____



Course Descriptions

Core Courses (Required)

EDC 501

Education and the Cognitive Development of the Child and Adolescent

Addresses those aspects of cognition, language, perception, and intelligence necessary for satisfactory experiences in school. Explores crucial milestones, beginning from the perspective of normal developmental anomalies and their significance to teachers. Clarifies the relationships between these phenomena and individualizing instruction.

EDC 502

Education and the Social-Emotional Development of the Child and Adolescent

Explores social, moral, and sexual development and the significance of these areas to the teacher. More than just a

course in behavior management, it delves into the humanity of children and adolescents and makes explicit the ways that teachers can make the learning environment more responsive to students' needs and create a better match between subject matter and student.

EDC 503

Education and the Development of the Younger and Older Adult

Extends knowledge of all the developmental processes to the adult level. Highlights the purposes of education by clearly defining the stages and related problems of adult life that young people will eventually face.

EDC 601

The Individual in Societal Context: Educational Implications

Treats the individual's development within human institutions, with emphasis on schooling. Places the educational pro-

cess in the broader context of socialization. Stresses thinking critically about schools.

EDC 602

The Teacher and Technological Advances

A survey of the impact of technology on the educational process. Emphasis on the relationship of computer science to pedagogy. Highlights basic programming and program structure, data representation, and a survey of computers, languages, and systems in terms of their educational applications. Also emphasizes other instructional technology, such as the impact of non-print media (TV/radio/film/videotape).

EDC 603

Curriculum and Instructional Development: Focus on Learners

Encourages students to examine and refine their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally-based program for learners. Students acquire the knowledge, develop the attitudes, and cultivate the skills that make them effective curriculum workers in the schools.

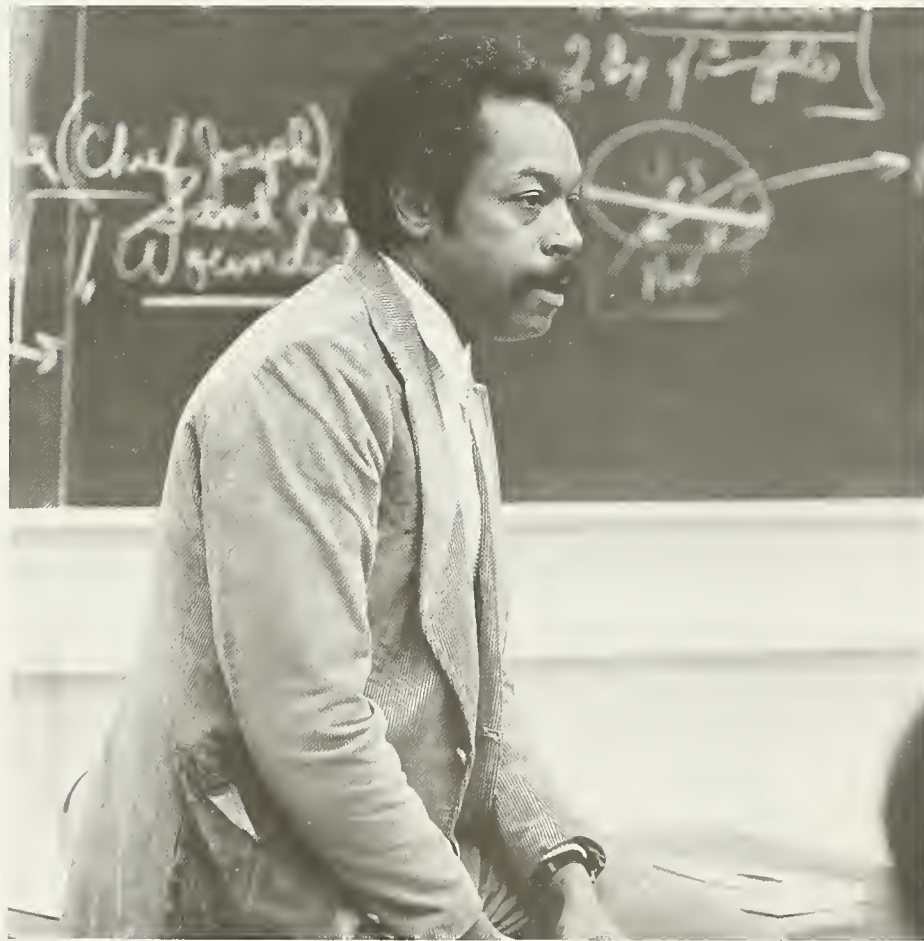
Enhance and Enrich Electives (Four Required)

EDC 510 to 512

EDC 610 to 612

A series of courses and seminars which allow the students to extend further their understanding of human development and education. Students will select from seminar topics such as:

- Seminar in the Management of Human Behaviors in the Educational Setting
- Seminar in Exceptionalities and Individual Differences
- Seminar in Exploring American Culture through American Schooling
- Seminar in Micro-computers and Their Application to Education
- Seminar in Ethical Issues in Education
- Seminars in Comparative Education
- Writing Across the Curriculum
- The Teacher's Role in the Developmentally-oriented Curriculum
- Developmental Reading





Elementary/Special Education Teacher Certification in the Graduate Program in Education

- I. *Scope*: The graduate Elementary/Special Education Certification Program (ESE) is offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I teacher certification.
- A. Post-baccalaureate certification students may take the M.A. degree as part of ESE certification, but are not required to do so.
- II. *Focus*: The developmental perspective of the M.A. program will be reflected throughout the ESE certification program.
- A. The ESE certification program will accommodate the various needs of the adult learner.
- B. The program will provide ESE certification for any one of the following three types of students:
1. Those already holding Instructional I or II certification in either elementary or special education or in an area(s) other than elementary or special education and currently employed as full-time, tenure-track teachers at an accredited school.
 2. Those currently employed as full-time, tenure-track teachers at an accredited school, but not holding teacher certification.
 3. Those without teacher certification and without any teaching experience or current employment as a teacher.
- III. *Time Restrictions*: All candidates for ESE certification must complete all requirements, including student/supervised teaching, within seven (7) years.
- A. Extensions may be granted with permission of the Director of the Graduate Education Program, but no more than three (3) one year extensions.
1. *Rationale*:
 - a. To provide continuous movement through the cycles of required courses.
 - b. To provide for integrated acquisition and demonstration of developmental concepts through coursework, pre-practicum and practicum experiences.

Track 1 Students

1. Tenured and presently teaching in a full-time position.
2. Two (2) years teaching experience at an accredited school.
3. Teacher certification in either special education or elementary education.

A. Pre-requisite Undergraduate Courses:

1. Music 101
2. Art 101 (or CLEP)
3. History (101, 201, 301 or CLEP)
4. Economics 150 (or CLEP)

B. Graduate Core Courses:

- *1. Education 501: Cognitive Development and Education
 - *2. Education 502: Social Development and Education
 - *3. Education 601: Foundations of Education
 - *4. Education 613: Role of the Developmentally Oriented Teacher
 5. Education 503: Adult Development
 6. Education 603: Curriculum Design/Development
- * Required for ESE certification

C. ESE Specialization Courses: (For M.A./ESE or ESE Students)

1. Education 510: Human Exceptionality
2. Education 602: Educational Media and Technology
3. Education 612: Geography
4. Education 618: Developmental Reading
5. Education 642: Development of Mathematical Thought
6. Education 643: Developing and Adjusting Instruction
(Taken concurrently with Summer Practicum I)

7. Education 644: Assessing Learning Abilities
8. Education 660: ESE Practicum I (Taken concurrently with Education 643)

Summer Program Package (EDC 643/EDC 660) = 6 credits

TOTAL CREDITS: Dual Certification and M.A.	42
Dual Certification ONLY	36

Track 2 Students

1. Tenured and presently teaching in a full-time position.
2. Two (2) years teaching experience at an accredited school.
3. Teacher certification in an area other than elementary or special education or without teacher certification.

A. Pre-requisite Undergraduate Courses:

1. Music 101
2. Art 101 (or CLEP)
3. History (101, 201, 301 or CLEP)
4. Economics 150 (or Clep)

B. Graduate Core Courses:

- *1. Education 501: Cognitive Development and Education
- *2. Education 502: Social Development and Education
- *3. Education 601: Foundations of Education
- *4. Education 613: Role of the Developmentally Oriented Teacher
5. Education 503: Adult Development
6. Education 603: Curriculum Design/Development
- * Required for ESE certification

C. ESE Specialization Courses: (For M.A./ESE or ESE Students)

1. Education 510: Human Exceptionality
2. Education 602: Educational Media and Technology
3. Education 612: Geography
4. Education 618: Developmental Reading
5. Education 642: Development of Mathematical Thought
6. Education 643: Developing and Adjusting Instruction
(Taken concurrently with Summer Practicum I)
7. Education 644: Assessing Learning Abilities
8. Education 660: E.S.E. Practicum I (Taken concurrently with Education 643)
9. Education 661: E.S.E. Practicum II
10. Education 679: Supervised Teaching
11. Education 680: Research Seminar

Summer Program Package (EDC 643/EDC 660) = 6 credits

TOTAL CREDITS: Dual Certification and M.A.	51
Dual Certification ONLY	45

Track 3 Students

1. Not certified in any instructional area.
2. Not currently employed as a classroom teacher.
3. Without any teaching experience.

A. Pre-requisite Undergraduate Courses:

1. Music 101
2. Art 101 (or CLEP)
3. History (101, 201, 301 or CLEP)
4. Economics 150 (or CLEP)



B. Graduate Core Courses:

- *1. Education 501: Cognitive Development and Education
- *2. Education 502: Social Development and Education
- *3. Education 601: Foundations of Education
- *4. Education 613: Role of the Developmentally Oriented Teacher
- 5. Education 503: Adult Development
- 6. Education 603: Curriculum Design/Development
- * Required for ESE certification

C. ESE Specialization Courses: (For M.A./ESE or ESE Students)

- 1. Education 510: Human Exceptionality
- 2. Education 602: Educational Media and Technology
- 3. Education 612: Geography
- 4. Education 618: Developmental Reading
- 5. Education 642: Development of Mathematical Thought
- 6. Education 643: Developing and Adjusting Instruction
(Taken concurrently with Summer Practicum I)
- 7. Education 644: Assessing Learning Abilities
- 8. Education 660: E.S.E. Practicum I (Taken concurrently with Education 643)
- 9. Education 661: E.S.E. Practicum II
- 10. *Student Teaching*: One semester with placement fitted to student experience.
Education 474: Student Teaching in Elementary Education (12 credits)
Education 475: Teaching and Research Methods I
OR
Education 476: Student Teaching in Special Education (12 credits)
Education 477: Teaching and Research Methods II

Summer Program Package (EDC 643/EDC 660) =6 credits

TOTAL CREDITS: Dual Certification and M.A. 60
Dual Certification ONLY 54



Master of Arts In Human Services Psychology

Director

John J. Rooney, Ph.D.

Faculty

Professors: Dondero, McCarthy, Rooney

Associate Professors: Burke, Falcone, Filicetti, Smith

Adjunct Professors: Aserinsky, Boyll, Donohue, Freeman, Murray

Description Of Program

The graduate program in psychology combines training typically given in clinical and counseling psychology under the title Human Services Psychology. Students are prepared to function as members of a professional team, conduct counseling and therapy, do clinical assessment, and serve as consultants. In addition to preparing students to deliver professional services, the curriculum provides a solid basis in theory and research methods of psychology; this serves as a foundation for skills training and as academic preparation for doctoral studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of 15 hours in psychology (may be challenged by passing a departmental examination).*
2. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

**Preference is given to applicants with two or more years of full-time work experience.*

The Application for Admission may be obtained by writing to:

Dr. John J. Rooney
Director, Graduate Psychology Program
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141

Tuition and Fees

Application Fee	\$20.00
Tuition (effective 9/89 - 9/90) (per credit)	\$255.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Psychology program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for details.

Progression Through The Program

The following is presented as a model for progression through the Human Services Psychology program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 45 graduate credits
Comprehensive Examinations
360 hours of supervised field experience

First Year

PSY 500
PSY 502
PSY 503
PSY 508
PSY 510

Second Year

PSY 608
PSY 609
PSY 610
PSY 611
PSY 709

Third Year

PSY 710
PSY 711
PSY 712
PSY 720
PSY 721
PSY 722
2 ELECTIVES





Course Descriptions

Key: (F)—Offered in Fall term; (S)—Offered in Spring term; (SUM)—Offered during Summer Session; (F, S, Sum)—Course may be rostered in either Fall, Spring, or Summer.

PSY 500*

Introduction to Counseling and Psychotherapy: Theories and Interventions

3 credits (F and S)

Major theories of counseling and psychotherapy and interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502*

Counseling Laboratory **3 credits (F and S)**

A laboratory course designed to develop basic counseling skills which will enable students to understand the client, develop a trusting relationship with the client, and facilitate the client's self-exploration.



PSY 503*

Psychopathology **3 credits (S)**

Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of DSM-III®

PSY 508

Cognition and Learning **3 credits (S)**

Empirical and theoretical foundations of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in human services psychology.

PSY 510

Inferential Statistics and Research Design **3 credits (SUM)**

Analysis of research designs and inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems met in non-experimental research and the newer statistical procedures developed in reporting such findings. A brief treatment of program evaluation procedures. Training in accessing programs on computers.

PSY 608

Personality and Social Psychology **3 credits (F)**

Understanding the development of human personality and social behavior from the perspective of contemporary social psychology. Application of theories and research in human services psychology.

PSY 609*

Psychological Assessment I **3 credits (S)**

Basic concepts in construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in human services psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring, and interpreting assessment procedures and experience in computer-assisted testing. This course combines theory and clinical skills.

Prerequisite: PSY 510 or PAC 506

PSY 610*

Cognitive-Behavioral Approaches in Counseling and Psychotherapy **3 credits (F)**

A clinical skills course with focus on initial problems addressed in the process of therapeutic intervention, namely self-regulation of thoughts, feelings, and actions. Training in broadly-conceived cognitive behavior therapy which includes a variety of specific intervention strategies designed to address problems of self-regulation.

Prerequisites: PSY (or PAC) 500 and 502

PSY 611

Insight-Oriented Approaches in Counseling and Psychotherapy **3 credits (S)**

A clinical skills course with focus on issues addressed in the process of psychological intervention, namely client's personal quest for self-understanding, intimacy, maturity, and personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.

Prerequisites: PSY (or PAC) 500 and 502

PSY 612 Group Processes in Counseling and Psychotherapy **3 credits (F)**

A course which combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy, and also participates in regular group counseling sessions designed to illustrate the dynamics of such groups and the skills involved in learning them.

Prerequisites: PSY (or PAC) 500 and 502 or permission of instructor.

PSY 707

Graduate Research Seminar **3 credits (F, S, SUM)**

The Human Services Psychology Research Seminar is designed to provide an opportunity for graduate students to engage in original research. Students will be required to complete a literature review of a chosen area within the discipline, then design and complete a research project which adds to the understanding of that area.

Prerequisite: PSY 510

PSY 709 Assessment in Psychological Services II: Individual Measures of Cognition and Personality

3 credits (F)

Individual methods for assessing intelligence and personality. Interview and testing of subjects with presentation of case reports in class. Assessment instruments selected from more commonly used tests of intelligence, personality, and behavior. Training in computer-assisted testing and with standardized interview instruments.

Prerequisite: PSY (or PAC) 609

PSY 710

Field Placement I

2 credits (F, S, SUM)

A practicum in supervised experience at an approved field placement site for a minimum of one full day per week. Practice in clinical skills with individuals, couples, families and/or groups. Includes on-campus case seminar. (Continued with PSY 711, 712. Two credits each semester.)

Prerequisite: Completion of 27 credit hours, including necessary skills courses.

PSY 720

Professional Seminar I

1 credit (F, S, SUM)

Personal and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, agency practice, independent practice, consulting, and inter-professional cooperation. (Continued with PSY 721, 722. One credit each semester.)

Prerequisite: Same as PSY 710.

**Indicates that course is also offered in the Pastoral Counseling Program.*





Master Of Arts In Pastoral Counseling

Director

Leo M. Van Everbroeck, C.I.C.M., D.Min.

Faculty

Professors: Dondero, Rooney

Associate Professors: Falcone, Smith

Adjunct Professors: Boyll, Chapman, Conway, Devlin, DiPasquale, Donohue, Forman, Joyce, Krasner, Leville, Stayton, Van Everbroeck

Description of Program

La Salle's Pastoral Counseling Program represents a recent, broad, comprehensive concept of Pastoral Counseling. It emerges out of a combination of very significant developments which affect both the counseling profession and the major religious traditions. These developments include the recognition of the unavoidable interaction of human experience and faith-orientation; the growing respect of psychologists and theologians for each other's discipline; and a keen interest in the distinctive contribution of each to the healthy functioning and growth of the whole human being.

The different vision of Pastoral Counseling that emerges from these developments fully accredits it as a professional component within the mental health field—a component which merits serious consideration by anyone who seeks affective resources for healing distressed men and women. The graduate Pastoral Counselor from La Salle is a mental health professional who is fully trained in the psychosocial disciplines associated with the counseling profession. In addition, he or she is trained intensively in those disciplines that focus on the dynamic relationship between the psychosocial and religious dimensions in people's lives.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree at an accredited institution of higher education. Coursework must include at least 12 credits in psychology and 12 credits in theology, philosophy, or related sciences.
2. Acceptable scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling can also be obtained from the Counseling Center.
3. Two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. A statement of intent from the candidate.
5. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.



The Application for Admission may be obtained by writing to:
Rev. Leo Van Everbroeck
Director, Graduate Religion Programs
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141

Tuition and Fees

Application Fee	\$20.00
Tuition (effective 9/89 - 9/90) (per credit)	\$255.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following is available to students in the Pastoral Counseling Program:

1. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

Progression Through The Program

The following is presented as a model for progression through the Pastoral Counseling program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 45 graduate credits

Foundation Courses: required of all students early in their studies.

Concentrations in Psychological Counseling and Marriage & Family Therapy

PAC 500
PAC 502
PAC 503
PAC 504
PAC 505
PAC 507
PAC 808

Concentration in Family Treatment of Addictions

PAC 503
PAC 504
PAC 505
PAC 507
PAC 511
PAC 512



Core Courses: These form the heart of each concentration and train students in the specialized knowledge and skills needed to function as professionals.

Psychological Counseling

PAC 600

PAC 607

PAC 609

PAC 610

PAC 802

PAC 805

Family Treatment of Addictions

PAC 614

PAC 616

PAC 617

PAC 621

PAC 622

PAC 624

PAC 805

PAC 806

Marriage & Family Therapy

PAC 600

PAC 603

PAC 614

PAC 616

PAC 617

PAC 624

PAC 805

Field Placement: requires all students to engage in a full calendar year of supervised clinical training for a minimum of 360 hours. Six credits are awarded. While engaged in this training, students will also engage in a case seminar and a field seminar for which they will receive three credits.

PAC 710

PAC 711

PAC 712

PAC 720



Course Descriptions

PAC 500 **Counseling Principles and Practices**

Introduction to major contemporary theories of counseling and interventions based on them. Practice in the use of counseling intervention under staff supervision. To be taken concurrently with PAC 502.

PAC 502 **Counseling Laboratory**

Introduction to basic counseling skills in helping relationships and practice in their use. To be taken concurrently with PAC 500.

PAC 503 **Psychopathology**

The scientific study of maladaptive or "abnormal" behavior. Attention to principal forms of major or minor "mental disorders" with emphasis on the causes, symptoms, and treatment process. Theories and research related to concepts of positive mental health and preventive psychology.

PAC 504 **Human Behavior: A Developmental Perspective**

The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning. Emphasis will be placed on normative crises and their resolutions. Implications for counseling will be highlighted.

PAC 505 **Introduction to Systems and Systems Thinking**

In this course, the student will be given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment will be considered. Particular emphasis will be placed on acquiring a systems perspective, and applying that perspective to an understanding of family functioning.

PAC 506 **Basic Principles of Research Design, Statistics, Program Development, and Evaluation**

A consumer-oriented course focusing on

broad concerns common to all forms of social research. Criteria for evaluation and interpretation. Identification of basic designs and their appropriateness for specific research problems.

PAC 507 **The Challenge of Pastoral Counseling**

This course will address the issues that make Pastoral Counseling a distinct approach to the helping process. It will investigate the appropriateness and extent of correlating and integrating spiritual and psycho-social theories and dynamics of counseling. In doing so, it will combine theoretical discussion and case studies.

PAC 511 **Theory and Practice in Counseling**

The course combines an introduction to the major theories of counseling with the development of basic clinical skills.

PAC 512 **Understanding Addiction: From Awareness to Assessment**

A study of the causes, dynamics, manifestations, and major types of addictive behavior. Focus on the physiological, pharmacological, psychological, spiritual, sociological, and hereditary dimensions of addiction. Its effects at all levels of human behavior, with particular reference to its impact on family functioning. The prognosis for, and dynamics of, recovery. The skills component will emphasize the student's ability to apply his or her knowledge of the various manifestations of addictive behavior to the identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

PAC 600 **Process of Change: The Therapeutic Intervention**

A clinical skills course which introduces the student to the nature and impact of psychotherapy as a change agent. It will incorporate consideration of the process of spiritual change as an element of therapeutic change. The focus will be on client-therapist interaction and how change is experienced and promoted in that context.

PAC 603 **Human Sexuality**

The variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors

in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and deviation, psychosexual development in life stages, sexual dysfunctions and treatment.

PAC 607 **Stress Management and Crisis Intervention**

A holistic approach to the person experiencing excessive stress and crisis. A consideration of the coping responses and typical processes occurring during a crisis. Common situational and developmental crises of the individual and the group. Counseling strategies and support systems in crisis intervention. The phenomenon of counselor burnout and its prevention.

Prerequisites: PAC 500 and 502.

PAC 609 **Assessment in Clinical and Career Counseling**

The approaches, skills, and resources available to assist the client in self understanding and decision making. Principles and strategies involved in selecting and interpreting psychological tests and related devices in a counseling setting. A consideration of ethical and professional issues in assessment.

Prerequisites: PAC 500, 502, and 506

PAC 610 **Cognitive-Behavioral Strategies in Counseling**

This course examines some of the behavioral approaches to counseling which are currently referred to as "cognitive-behavioral." The course emphasizes therapeutic skills as well as underlying theory and research. It moves from basic behavior modification techniques through cognitive-behavioral strategies within the comprehensive framework of Lazarus' multimodal therapy.

Prerequisites: PAC 500 and 502

PAC 614 **Working with Families**

The course deals primarily with the major concepts in the field of marriage and family therapy. From a general systems perspective, it develops an approach to family therapy that integrates the intrapsychic and interpersonal dimensions of treatment.



Emphasizes the therapist's position in the therapeutic system.

Prerequisite: PAC 505

PAC 616-617

Contextual Family Therapy I and II

(Both courses must be taken in succession. They have but one description. A different emphasis characterizes each semester; the first one focuses on theory and concepts, the second on application and practice.)

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based morality of healing interventions for individuals, couples, and families. Emphasis is given to the ethical dimensions of relational reality, i.e., the dimension of due consideration or merited trust. Close attention will be paid to the beginning therapist's assumptions, reflections, and premises about the trust-building process in the clinical setting, as well as in his or her own life and context.

PAC 621

Family Treatment of Addictions: From Transition to Early Recovery

The course will study the individual and family journey from denial to disengagement to early recovery. It will emphasize psycho-educational and therapeutic techniques for helping abusers and co-abusers deal with the problems of letting go, with the struggle to find a new identity, and with learning new behavior patterns that do not support addictive behavior. It will particularly underscore how to work in unison with other support systems essential to individual and family recovery.

PAC 622

Family Treatment of Addictions: Ongoing Recovery

The course will focus upon methods for helping individuals and families to sustain the gains of early recovery, and move on to deal with issues of ongoing recovery. It will examine how to blend special techniques for working with addictive families with more traditional psychotherapeutic techniques. It will study the dynamics of chemically dependent relationships, how these relationships become exaggerated in recovery, and how specific treatment interventions can be used to rebalance them. It will also cover how to set up and

administer family recovery programs in treatment settings.

PAC 624

Marital Therapy

This course is essentially an application to real marital therapy cases of the comprehensive approach developed in PAC 505 and, especially, PAC 614. Live recording of cases to illustrate treatment dynamics and intervention strategies from initial contacts through the treatment process.

PAC 710-711-712

Field Placement and Case Seminar

Involves supervised experience at an approved facility for a minimum of one full day per week. An ongoing case seminar at the University is also included.

PAC 720

Professional Seminar

Taken in conjunction with the Field Placement experience, this course leads students to examine a number of problems and issues of practical significance to themselves as future professionals. Areas to be examined include professional development, credentialing, legal responsibilities, ethics and family law, confidentiality, consultation, independent practice, and inter-professional cooperation.

PAC 802

Judeo-Christian Traditions and American Culture

We are valuing creatures because it is by means of values that we order our behavior. Our values are often unconscious or contradictory. The intent of this course is to clarify the values we are already operating with, to "situate" ourselves within the structure of American cultural values, and to critically evaluate our own and our society's values from the perspective of the Judeo-Christian ethical traditions. It is not intended that we shall all agree. It is intended that we shall hold our own values more self-consciously, and know why others may hold quite different values.

PAC 805

Traditional and Contemporary Conceptualizations of Sexuality, Marriage, and Family

A critical investigation of the mythic,

socio-economic, cultural, ideological origins, and subsequent historical trajectories of our Western traditions concerning the meaning and purpose of sexuality, inter-sexual relationships in general, and marriage and family in particular. The focus will be on the various "conceptualizations" of this meaning and purpose, and the extent of their impact on the various "models" of such relationships that have become institutionalized in Western culture and religion. The course will proceed with an equally critical investigation of recent developments in those same areas, with special attention to the contributions of the various sciences. The resultant need for entirely new conceptualizations and institutionalizations of sexuality and inter-sexual relationships will be addressed with a special focus on the implications for marriage and family therapy.

PAC 806

The Dynamics of Spirituality and the Process of Recovery

The course provides an opportunity to explore the spiritual-philosophical dimension which so often needs to be addressed by an individual and family for a fully integrated recovery process. It addresses the need for individuals to resource from "a Power greater than oneself," as each individual is best able to define what that Power is in his or her life. It will focus on the religious-existential freedom to develop this dimension in whatever way the individual chooses. The course will also caution the counselor that in treating addicted individuals and families, there often surface spiritual or religious issues that make counselors uncomfortable. One goal of the course is to assist them in finding ways of approaching these issues in a fashion that may better help a recovering individual find his or her way.

PAC 808

Religion, Psychology, and Culture

This course deals with the fundamental issues of how to understand human behavior, and the nature of human motivation. It is intended to bring the disciplines of psychology, social psychology, and theology into direct discussion. Mental "health" will be examined against the background of historic Western religious beliefs concerning the nature and goal of the human person.





Master of Arts in Theological and Pastoral Studies

Director

Leo M. Van Everbroeck, C.I.C.M., D.Min.

Faculty

Professors: Efroymson, Kelly

Associate Professors: McGinniss

Adjunct Professors: Bornemann, Devlin, Gaupin, Godzieba, Hallahan, Joyce, Prusak, Radtke, Ramshaw, Scott, Stayton, Van Everbroeck

Description Of Program

The Graduate Programs in Theological and Pastoral Studies are part-time programs. Classes are held in the evenings during the Fall and Spring Semesters, and in the morning, afternoon, and evening during the Summer Sessions.

The programs offer advanced education in three distinct areas of studies: one is Theological Studies, the second is Pastoral Studies, the third is Liturgical Praxis. Each is characterized by the distinct LaSallian methodology.

The Theological Studies program helps students become solid theological thinkers, capable of articulating a sound contemporary theology—one that effectively re-images the call of Jesus for today's men and women in such a fashion that it resonates within the actual cultural and socio-economic contexts of people's lives.

The Pastoral Studies program helps students investigate the issues, and develop the skills, that will enable them to become effective Christian ministers—men and women who can share the human struggles of people in the way of Jesus, who can gather a community of disciples which celebrates His continued presence, and who can empower people to work toward the renewal of society.

The graduate program in Liturgical Praxis provides for the needs of those whose ministry is liturgical planning and reform. Within the theoretical and theological framework expected of graduate studies, the program focuses on the practical concerns of the liturgical life of a Christian community, the various skills required for excellent liturgy, and knowledge of the liturgical arts. The program's core faculty is a group of nationally acclaimed liturgists of various Christian traditions, and all theoretical and practical work will be inspired by the ecumenical search for excellent liturgy in North American Christianity. The program serves both clergy and laity in an ecumenical context.

Methodologically, our programs of studies follow the centuries-old University tradition of education that is academically open to the diversity of events, ideologies, and the physical and social sciences and technologies that shape our contemporary world. The programs empower students to investigate the historical religious, theological, and pastoral traditions, establish a dialogue with the contemporary world, and use the resultant insights and skills to respond, in Jesus' Way, to the fears, struggles, aspirations, and achievements of contemporary men and women.



Admission Requirements

To be accepted for admission, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education.
2. A minimum of 26 credits in a combination of theology and humanistic subjects.
3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by writing to:

Rev. Leo Van Everbroeck
Director, Graduate Religion Programs
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141

Tuition and Fees

Application Fee	\$20.00
Tuition (effective 9/89-9/90) (per credit)	\$130.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Religion programs:

1. Guaranteed Student Loans (GSL): Information for eligibility may be obtained through La Salle's Financial Aid Office.
2. Deferred Payment Plan: available to extend tuition payments over the course of the semester. Information is available from the Student Loan Office, La Salle University.

Progression Through The Program

The following is presented as a model for progression through the Theological and Pastoral Studies program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 30 graduate credits and final evaluation process. Students choose one of these evaluation processes:

- Option A—Written Comprehensive Examination
- Option B—Two substantial (30 pages) final papers
- Option C—Completion of six additional graduate credits, including one additional seminar.



The general model of progression is as follows:

1. Except for those in the Liturgical Praxis Concentration, all students are required to take seven foundation courses:

502 The Torah and Former Prophets

or

510 The Synoptic Gospels

530 The Theological Dynamic in Human Experience

532 Reading the Signs of the Times: A Socio-Theology of the World

534 Church and Ministry: Sign of Christ in Contemporary Society

536 Jesus: God's Caring Word to Humanity

540 Sacraments and Society

546 Decision Making for Self and Society: Facing the Gospel

One seminar must be taken in one of these areas. The seminar substitutes for one of the foundation courses.

2. The same students take either three more courses (for students who select Options A or B) or five more courses (for students selecting Option C) in the concentration of their choice. Right now, the program offers the following concentrations:

Theology

Pastoral Ministry

Youth Ministry

Religious Education

Ministry with a Family Perspective

3. Students in the Liturgical Praxis Concentration follow the sequence of courses prescribed for that concentration.

Course Descriptions

RLE 502

The Torah and the Former Prophets

The history and faith of Israel from its earliest beginnings through the reign of Solomon, studied in the context of the ancient Near East and in the light of the Torah and historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

RLE 505

The Prophets

Studies of the prophets of Israel and the world in which they lived—from the division of the Israelite kingdom to the Macbean period—to understand their message as well as the prophetic tradition and its relevance for the church.

RLE 506

The Writings

The study of the cultic and wisdom traditions in Israel, with special emphasis upon the book of Psalms, Job and other wisdom materials, and the Five Scrolls. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

RLE 510

The Synoptic Gospels

A study of the origins, structure, and general character of the Gospels, with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of the New Testament interpretation, will be taken for exegesis.

RLE 512

The Johannine Writings

An examination of the Gospel and Letters of John, with emphasis on their theology (Christology, Ecclesiology, Eschatology, Ethics) in the context of the historical situation of the community in which and for which they were written.

RLE 514

The Theology and Letters of Paul

Through a critical reading of the letters of the Apostle Paul, we come to grips with the

earliest Christian thought, gain insight into theological problems that remain even to the present day, appreciate excellent literary expression, and see how one learned Jewish Christian dealt with the problem of Jesus of Nazareth and of his Church. To do this, we establish a background and context, try for an overall understanding of the letters, and engage in close analysis of the text to isolate problems and meanings.

RLE 530

The Theological Dynamic in Human Experience

The basis of the course is the view that the process called Theology is related to the element of human experience in its deepest sense and that it is accomplished by the entire community of faith, not simply by professionals, whether ministers or theologians. Consequently, the course offers the fundamental insights that will enable students to engage in the lifelong process of articulating for themselves a theology rooted in a developing personal and communal experience that engages in continual dialogue with the Bible, historical, religious and theological traditions, and the physical and social sciences.

RLE 532

Reading the Signs of the Times: A Socio-Theology of the World

The course surveys the major social, political, and cultural trends in the contemporary world, with emphasis upon the situation in the United States. Its main purpose will be to help students develop a realistic and honest look at our world, its concerns and structures, and the questions and issues that interest and affect the people in our society. This background is essential in determining how the church can deal effectively with these people and these structures, and the types of ministry necessary in such a world. It will consider the implications of the inescapable fact that the minister is always a part of this society and this world.

RLE 534

Church and Ministry: Sign of Christ in Contemporary Society

The purpose of the course is to study the Church's mission to be Christ to all peoples. The Church is considered primarily as a community of believers called to embody the gospel ideals of love, fellowship, and

peace, and, thereby, to be Christ's presence in and concern for a troubled world. Particular attention is devoted to the ways in which the Church has understood itself and its structures in the past, and to the future directions of the Church in terms of a perceptive, contemporary appreciation of its mission.

RLE 536

Jesus: God's Caring Word to Humanity

The course explores the most recent developments in Christology. Beginning with a careful examination of the New Testament portrait of Jesus, this course joins the contemporary search to understand how Jesus lived and what he proclaimed; how his experience of God as Father made his entire life and his death a service to others; how Jesus accepted and undertook his prophetic mission; and how his followers interpreted his death and resurrection. The course will make constant references to pastoral-ministerial implications.

RLE 538

God and Human Potential: The Humanizing Presence of God

What are some of the theological ways we have to talk about God and about ourselves? What are some classical and contemporary models of dealing with God's initiative/presence and human response/activity? What are the limits of language and culture which create boundaries for our conversations? How does our historical situation shape our questions, models, and evaluations? This course will examine several critical issues raised by these questions.

RLE 540

Sacraments and Society

The objective of this course is for students to get a grasp on the latest developments in sacramental theology and understand their implications for ministry. Sacraments are not considered just as cultic worship, but as celebrations, tensions, loves, and hopes. The human tensions connected with each sacrament are analyzed. The sacraments are also analyzed in view of their impact upon major situations and issues in contemporary society and church.

**RLE 547****Decision Making for Self and Society:
Facing the Gospel**

An exploration of the foundations of Christian social ethics, with a concentration on these questions: On what basis do people decide how to make moral choices? What distinguishes moral choices from non-moral ones? Why do we take the moral stands we do on issues facing the churches and society? Are our reasons good ones? Do Christians have different ways of making decisions than other people from other religious traditions, or humanists? The course examines philosophical, sociological, and religious perspectives to these questions.

RLE 600**Socio-Historical Analysis of
Christian Ministry**

The course considers the historical evolution of ministry and of the Church's structures, and compares the normative development within the tradition with present needs, trends, tensions, conflicts, and hopes. The special dimension of this course lies in its relating the social sciences to theology and ministry in order to enable students to do social analysis with respect to their theology and their ministry; to raise ethical and theological questions in that perspective; to discuss how theology and ministry carry ideologies and promote societal projects.

RLE 602**Expanding Ministries in the
Local Church**

The tremendous expansion of ministry is a fact of life in the Christian community today. This expansion is both quantitative and qualitative. Many "lay" persons are fulfilling public roles of service and leadership; new ministries are emerging, especially as the church engages the socio-political structures of society. This expansion raises a number of fundamental issues, both theological and pastoral, about the shape of ministry and the mission of the church. This course explores some of these issues, especially as they relate to the parish and other forms of Christian community.

RLE 604**The Core Foundations of the
Contemporary Parish**

The course focuses on the parish as the

environment where people grow as the Body of Christ, and where ministerial activities occur. It discusses the roots and historical development of the nature and structure of parish, especially the recent evolution from a clerically run one to one of shared and collaborative ministry. It investigates the core foundations of parish, the qualities and processes fundamental to parish as environment, community, and experience of growth. It analyzes styles of pastoral leadership; types of ministry; models of structures. It examines the renewed role of the priest within the concept and realities of shared ministries. It offers practical examples of parish programs, lay collaboration, and parish planning.

RLE 606**Focus on the Minister**

Because ministry is done by people, for people, and with people, it necessarily entails a variety of personal tensions within the minister, among ministers, between minister and those ministered to, between minister and family, between ministers as individuals and as representatives of Church organizations. These tensions can be creative if properly managed. If not, they can be destructive of both the person and the ministerial enterprise. This course addresses these issues, discovers resources, warns of pitfalls, and shares practical skills and tools, including analysis of preconscious attitudes and reactionary behavior, practical leadership skills, collaborative planning, management of personal life and ministry.

RLE 608**Ministry of Social Change**

What is the "American Dream?" What's gone wrong with us as a society? How can we recover? Because as persons we do not live as isolated units, the brokenness of society quickly becomes the brokenness of family and community. Whether it be crime or unemployment, racial discrimination or a society saturated with sexually exploitive advertising, social ills become illnesses which infect our homes and neighborhoods. Therefore, personal healing requires social healing. This course helps lay persons and the professionally religious read the signs of the times and engage effectively in the ministry of social healing.

RLE 630**Contemporary Theology of Marriage**

The course is a pioneering effort to meet one of the more crucial needs of contemporary men and women: the development of a positive meaning of sexuality and intersexual relationships. Following a critical investigation of the historical and ideological circumstances in which they originated, the course engages in a re-evaluation of the traditional assumptions about the meaning and function of human sexuality. It utilizes the most recent discoveries in the natural and human sciences, as well as new insights offered by philosophy and theology to lay the basis for a new theology of sexuality and intersexual relationships. The course also investigates the implications of such a theology for ministry.

RLE 632**The Power of the Family System**

The premise of this course is the obvious fact that every human being is born and raised within a family system, and many go on to create their own family system. It is within these primary relationships that people constantly shape and reshape their destinies. It would be a serious mistake for ministers, therefore, to overlook the power of the family system in their ministerial projects and activities. The course intends to be an introduction to the nature and general dynamics of the family system so that ministers will be able to appreciate its resources toward, and obstacles to, ministerial enterprises.

RLE 634**The Key Dynamics of the
Family System**

Building on the learning from the previous course, this course elaborates on the dynamics present in any family system. It discusses specifically the tensions of trust/mistrust, justice/injustice, dependence/interdependence, loyalty/abandonment, obligations/entitlement, and freedom/possessiveness. In addition, it helps ministers see how their success in dealing with these specific dynamics is directly related to the degree to which the person doing the ministry can integrate his/her own professional competence with the personal convictions he/she has drawn from the living laboratory of his/her own family.

RLE 636
Ministry Throughout the Family
Life Cycle

The course addresses the crucial issue of the need to adapt ministerial projects to the varying needs of individuals and families as they progress through the stages of life-cycle development. It investigates the nature of each stage, the needs and tasks associated with each, as well as the problems that may develop. It discusses the role ministry can and should play at those times, and the tasks it ought to perform. It also leads ministers to understand their own trajectory through the various stages and its impact upon their personal needs and ministerial performance.

RLE 638
Human Sexuality

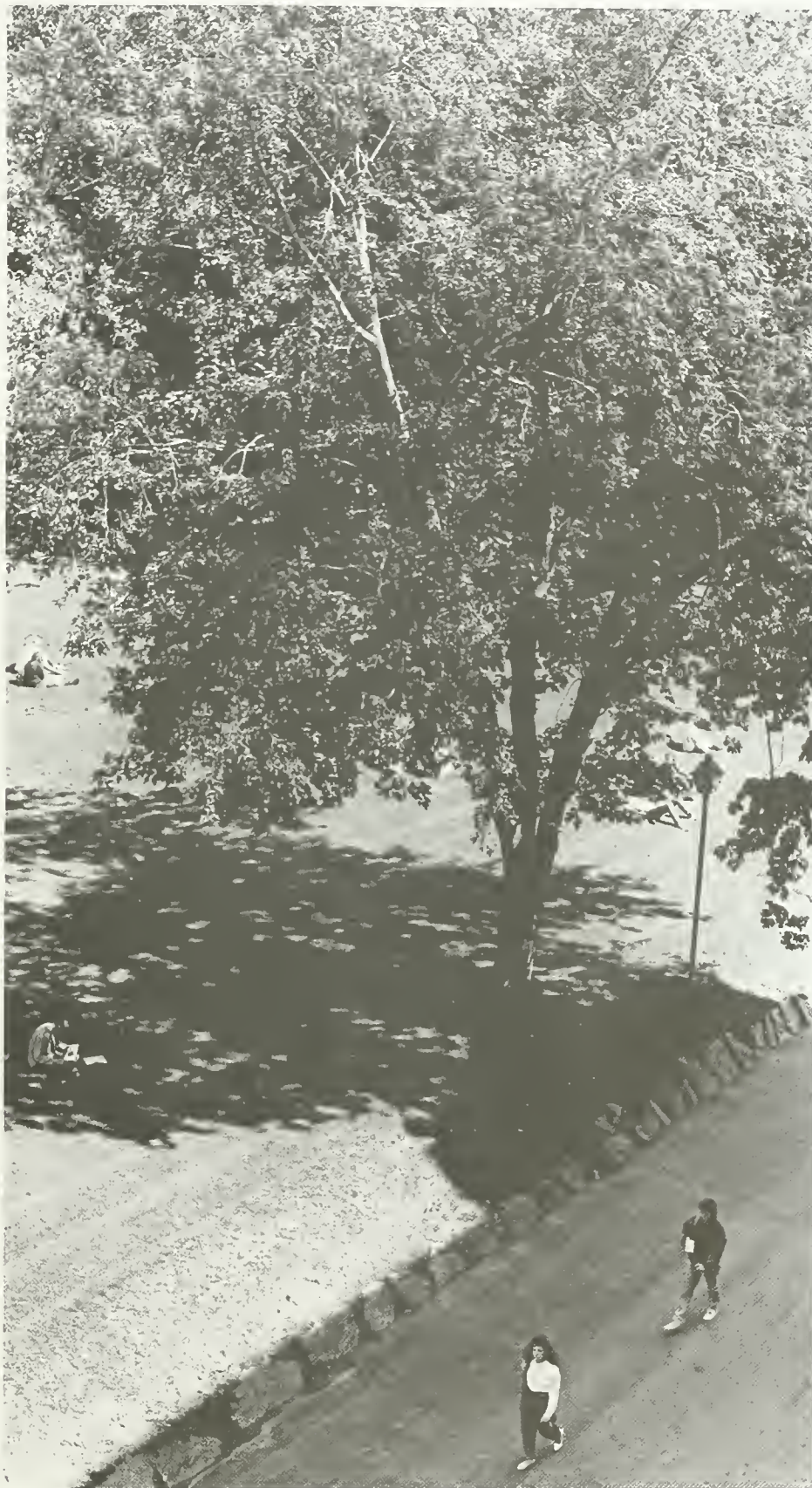
This course is designed to give the ministers an overview of the field of human sexuality within a theological context. The course explores both personal and professional attitudes, knowledge, comfortability, and expression as they relate to one's own sexual value system. Finally, the course surveys current concepts, projects, and programs in research, education, and therapy with practical applications for ministry.

RLE 640
Family Enrichment and Education

This course focuses on developing appropriate learning principles for the task of structuring adult educational programs for engaged and married couples. The various rationales for pre-marital and familial enrichment are reviewed and evaluated. This evaluation centers on design issues and the overall program effectiveness. This course also examines the structure and effectiveness of family education programs which include the entire family group.

RLE 642
Skills in Assessment and Referral

In the course of their ministrations, ministers inevitably will be confronted by individuals, groups, or families which show dysfunctional behavior of one type or another. No minister can be expected to be an expert therapist, yet ministers need to show that they are truly concern-





ed, supportive, and willing to help. This course equips ministers with the basic knowledge and skill to assess pathological cases and to refer them to appropriate experts without abandoning ministerial contact with the individuals or families.

RLE 644 **Ministry to Diverse Models of Family**

People in ministry bring to their work deeply rooted beliefs and values learned in their own family system. They also possess beliefs as to how these values influence the social, political, economic, and religious systems in which they live. This raises a fundamental ministerial question: How does a person minister to diverse models of family and maintain one's particular belief and values? These models include divorced people, blended or reconstructed families, families where a parent or child is homosexual, single parents, people living together without marriage, single people and their multiple inter-sexual relationships. Does one's theology help or hinder a minister in working with such diverse models? What are the special needs of these families? What resources are available for the minister? What are the ethical dilemmas? What are the appropriate ministerial interventions and projects?

RLE 660 **Foundations of Religious Education**

The course examines the historical origins and contemporary foundations of the profession and field of religious education. Religious education is understood as the encounter of the religious and educational in life. Particular attention is devoted to uncovering the nature, forms, and developmental patterns of religious and educational activity. Contemporary developmental theorists are critically examined in terms of their contribution toward religious education. The course also explores the nature of professionalism, the history of the DRE profession, and the distinction (and interrelationship) between the professions of church ministry and religious education.

RLE 662 **Models of Religious Education**

The course explores the contemporary search for appropriate and appropriate

models of religious education. Three dominant models are described and analyzed: Religious Socialization, Revisionist, and Integrationist. Each model is explored and compared in terms of its conceptual framework, operating principles, purpose, strengths, and limits. The roles of the family, school, church, TV, work, and leisure in the cultivation of our religious and educational development are examined critically.

RLE 664 **Curriculum and Parish Religious Education**

This course attends to the educational issues in the church's pattern and practices. It explores curriculum as environment, and the appropriate church form conducive for religious and educational activity. The local church is envisioned as a context of life-long learning. The religious education of the child, adolescent, young adult, and adult are examined.

RLE 666 **Integrative Religious Education Seminar**

This seminar is designed to integrate the theory and practice of religious education. It attempts to engage participants in self-reflection on their work and profession. Coordinators of religious education, teachers of religion, and administrators of educational agencies participate in critical discussion, drawing upon their own fields of expertise and pastoral experience.

RLE 668 **Imagination: Ministry and Religious Education**

The course will investigate the link between the imagination and the professions and practices of church ministry and education. The role and power of the imagination in disclosing new life and imagining anew our work will be examined. A central focus is the critical exploration of the images, metaphors, and guiding visions undergirding the theory and practice of church life. The educative power of aesthetic, prophetic, and feminist perspectives in the cultivation of the imagination of church ministers and educators will receive particular attention.

RLE 680 **Youth Ministry: Issues, Objectives, Tasks**

What are the needs of youth and how can the Christian community respond to them? To understand the adolescent, psychology, sociology, and cultural and personal experience are studied. In light of these perspectives, contemporary approaches to youth ministry are assessed. A goal is the development of a rationale and strategy for ministry with youth in a parish, school, or other setting.

RLE 682 **Ministry to Faith Development in Youth**

An in-depth development of the theory, skills, and approaches needed for the evangelization, catechesis, worship, justice, and service components of youth ministry. The course examines the process of faith formation with adolescents and how each of the above four components of youth ministry contributes to that process. The course develops approaches and skills for teaching the content areas of youth catechesis.

RLE 684 **Counseling the Adolescent**

The course blends a theoretical and skills approach to counseling the adolescent with a focus on the role of the minister as counselor. It develops the communication skills of the minister as well as his/her ability to understand adolescent problems and how to address them, especially the use of referral skills.

RLE 686 **Spirituality for Young People**

The aim of this course is to study and develop a spirituality with meaning for young people in their attempt to undergo those transformative processes within themselves and others that, from a religious perspective, originate in God himself. The special focus, therefore, is not on doctrine or theory about the spiritual life—though these are included—but on our experience of what Thomas Merton has called “the discovery of one's true self.” In this, as in studying a classical music score, not only do we explore great themes of the Christian spiritual tradition, but we also encounter themes from personal journeys of inspir-

ing figures like John XXIII, Mother Teresa, Thomas Merton, Dietrich Bonhoeffer, et al., along with counter themes from our own spiritual journey.

RLE 688
Emerging Issues in Youth Ministry

The course builds on the lived experience of the youth ministers, enabling them to reflect on the theory and purposes of youth ministry and to compare their philosophy with those of leaders within the field. The youth minister analyzes and critiques the various approaches to youth ministry. By surveying contemporary developments in youth ministry, the ministers identify key issues in the field and begin to develop strategies for addressing them in their local setting.

RLE 700
Liturgical Ministry

The course sees liturgy primarily as the actualization of the Church through the process of celebrating the presence of the ministering of Jesus and people's response to the challenge it presents. From that standpoint, the course addresses the issues, tasks, programs, and strategies associated with a liturgical ministry that is oriented towards the celebration of the rituals of the Christian community, but also towards the implementation of what is implied by those celebrations: the continual conversion of individuals, reconciliation among people, their spiritual development, the ongoing transformation of the ecclesial and civil society. It addresses the issue of the identity of the liturgical minister as differentiated from that of the "celebrant," and of his/her professional relationship with other ministers.

RLE 702
**Conversion and Reconciliation:
The RCIA**

The course focuses on what is the starting point and, at the same time, the end product of all liturgical celebrations: the conversion of individuals and the reconciliation among all members of the community. It discusses the psycho-social as well as the religious/spiritual dimensions and dynamics of the processes of conversion and reconciliation, and does the same for the process of people's initiation into the Christian community. It in-

vestigates the history and contemporary visions, as well as the nature, dynamics, and role of the Catechumenate. It studies the theological issues underlying the RCIA and its function in regards to all the above.

RLE 704
The Sacraments of Initiation

The course investigates the sacramental dimensions of Christian Initiation in the early Church and the historical factors that contributed to the dissolution of the rite in the West. It studies Baptism in the New Testament with special attention to Paul's letters. The theology of Baptism and its ecumenical dimensions are developed. It studies the historical development and theology of Confirmation. It considers the Eucharist in the New Testament and investigates the history of the doctrine of the Real Presence with particular attention to contemporary theologians. It confronts the sacramental implications for the RCIA, the Catechumenate, and the lifelong process of conversion and reconciliation.

RLE 706
The Sacraments of Reconciliation and Vocation

The course addresses the major historical, theological, liturgical, and pastoral dimensions of the themes of relationship and commitment, reconciliation and healing, service and leadership, ultimate hope and faith that are inherent in the celebration of the sacraments of Marriage, Reconciliation, Holy Orders, and the Sick. It develops programs and strategies to enhance the celebration of these sacraments in such a fashion that they become truly relevant to the stages of development, the positions and functions, and the tension-filled crises confronting all Christians.

RLE 708
The Liturgical Year

A study of the origin, evolution, and contemporary profile of the Christian cycle of feasts and seasons that constitute the distinctive celebrative processes through which the ministering Jesus is encountered in his life, death and resurrection, the faith of the Christians is born and enhanced, and the Christian com-

munity is gathered and actualized. It investigates the practical liturgical and pastoral issues to be addressed by any programs for the involvement of the community in the celebration of the Feasts and Seasons.

RLE 710
American Worship

A study of American worship patterns. The course will be based on weekly visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order to better understand the strengths and weaknesses of their own. Particular attention will be given to Philadelphia's Black churches and to Christian churches, like the Quakers, usually considered nonliturgical.

RLE 712
Church Design

A study of the history of church design, with particular attention to the theology and liturgy inherent in differing architecture and placement of furnishings, the questions of contemporary church design, and the reordering of present church space in liturgical reform. Visits to local churches representative of historic design will be required.

RLE 714
Liturgical Art

A study of the history of church art, liturgical objects, and vesture, with particular attention to how the liturgy was affected by the art, in both West and East. The course will examine permanent chancel and nave art, banners, liturgical objects, vesture, paraments, bulletin covers, and other visual adornments of the liturgy while asking, "What is liturgical art in 20th century America?"

RLE 716
Prayer

The course investigates the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal and liturgical prayer in the historical Christian communities. It confronts the distinct problems of contemporary men and women in their lives of prayer. It offers guidance to ministers



intent on helping people develop personal and communal models of prayer, and on involving them specifically in the liturgical prayer of the Church.

RLE 718 **Spirituality**

The course examines the New Testament theology of the Christian life as "spiritual," and traces the evolution of Christian spiritual traditions and their major themes. Utilizing contemporary theological and psychological insights, the course proceeds to develop principles and practices for a spirituality for modern men and women. The liturgical dimensions of spirituality are investigated, analyzed, and incorporated into present views of liturgical ministry.

RLE 720 **Liturgical Music**

A study of the history of music both of the liturgy and surrounding the liturgy. The focus is on the many questions of liturgical music in our time: What is the role of music in the liturgy? What styles of music are open to us? How can Roman Catholics and Protestants learn from one another's insights and traditions? The course will be team taught by several musicians from different traditions.

RLE 722 **Liturgical Language**

A study of both the metaphoric character of religious language in the liturgy and in hymnody, and the prose style especially appropriate to corporate worship. Particular attention will be given to inclusivity of language.

RLE 724 **The Tritium**

A study of the Christian celebration of the three holy days of Holy Thursday, Good Friday, and Easter Vigil. The course will examine the history of the three days, the emerging ecumenical consensus concerning their celebration, the emphases of the various churches, and the problems inherent in encouraging congregational interest. Course includes attendance at Tritium, a Jewish passover, a Black celebration of Palm Sunday, and an Orthodox Easter Vigil. The course will obviously be scheduled for the Spring semester.

RLE 727 **Homiletics**

The art of liturgical preaching. The crafting of liturgical homilies which attend to the lectionary readings and to the eucharistic assembly.

RLE 729 **Feminist Liturgy**

A study of the theological, ecclesiastical, and linguistic issues inherent in Christian feminist liturgies, a survey of current materials available, and a workshop in which feminist liturgical material is prepared.

RLE 731 **The Japanese Tea Ceremony**

A study of the Japanese Tea Ceremony. Students will learn to do this ritual both for its own sake and for comparison with the Christian Eucharist. The philosophy of the tea ceremony will also be studied and compared with a Christian liturgical life.

RLE 733 **Liturgical Movement**

A study of the movements and gestures of the participants in the Christian assembly. Practice session in walking and presiding will be assisted by the videotaping of student's efforts. Several class sessions will focus on liturgical dance, its present practitioners, its possibilities, and its problems.

Seminars

RLE 760 **Rediscovering Church and Ministry**

An exploration of a series of contemporary issues or developments, each of which poses a re-examination of the meaning of Church and Ministry. These issues include a heightened awareness of the complex historical origins of Christianity and the diverse ways it was imagined and organized; a rediscovery of the importance of the local church; a sense of responsibility for the world and human liberation manifest in Vatican II and more fully elaborated in recent Liberation Theologies; a set of ecumenical concerns focus-

ing on views of Church and Ministry that can be obstacles to overcoming the divisions in Christianity.

RLE 762 **God and Human Potential: The Humanizing Presence of God**

What are some of the theological ways we have to talk about God and about ourselves? What are some classical and contemporary models of dealing with God's initiative/presence and human response/activity? What are the limits of language and culture which create boundaries for our conversations? How does our historical situation shape our questions, models, and evaluation? This seminar involves the students in examining several critical issues raised by these questions.

RLE 766 **Contemporary American Theological and Ministerial Issues: An Interdisciplinary Investigation**

A focus on the peculiarly American socioeconomic, political, cultural, and ideological realities and trends that have led to the recent emergence of a distinctively American process of theologizing and ministering. Both South and North American situations, issues, and approaches are studied.

RLE 768 **Biblical Exegesis and the Trajectory of Church Doctrine**

A critical investigation of the historic-theological trajectories of some of the major theological, ethical, and ministerial issues in official Church doctrine and practice against the background of the discoveries and conclusions of contemporary historical-critical method of biblical scholarship. The pastoral/ministerial implications of both the discontinuity and continuity between the biblical period and later doctrinal development.

RLE 770 **Ministry and the Kingdom of God**

The seminar explores the theological dimension of the Kingdom of God by examining several models of the Kingdom. This exploration shows that the who, what, where, when, why, and how of the Kingdom can significantly shift in a

theological perspective, and that this shift can greatly influence how we tell the Christian story, how we can live our daily individual and communal lives in worship and decision, and how we develop our ministries.

RLE 772
Integrative Religious Education Seminar

This seminar is designed to integrate the theory and practice of religious education as it applies to all types of ministry. It engages participants in self-reflection on their work and profession. Coordinators of

religious education, teachers of religion, administrators of educational agencies, pastoral ministers, marriage and family ministers, youth ministers—all of them participate in critical discussions drawing upon their own fields of expertise and experience. Issues such as educational leadership, management skills, educational dimensions of all ministries, program building, adult and family education, and program development are explored from the standpoint of linking contemporary views of religious education processes with the particular work setting of the student.

RLE 774
Ministry with a Family Perspective

This seminar assists students in focusing on the inescapable fact that since all humans are members of family systems and work on their destinies within the context of these systems, all models of ministry must include a family perspective. It helps them in researching the implications of this fact for their own ministry, and in creating effective ministerial programs and strategies that incorporate the results of this research.





Master of Science in Nursing (MSN)

Director

Zane Robinson Wolf, Ph.D.

Faculty

Associate Professors: Donnelly, Gerrity, Wolf

Assistant Professors: Beck, Becker, Botter, Davis, Giardino, Lauterbach, McHugh, O'Connor, Rose, Tri Nguyen

Description of Program

The program of study leading to the degree Master of Science in Nursing may be completed in any of three tracks: Adult Health and Illness, Community Health, and Nursing Administration. The curriculum reflects a balance between liberal and professional education, and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgement, creativity, and self-direction under the guidance of qualified faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in Nursing from an NLN accredited program. Coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.
2. Current R.N. licensure in Pennsylvania.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. Two letters of reference from colleague professionals. At least one colleague must be a nurse.
5. Professional Liability Insurance.
6. One-year work experience as a registered nurse.
7. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by writing to:

Dr. Zane Robinson Wolf
Director, Graduate Nursing Program
La Salle University
20th Street and Olney Avenue
Philadelphia, PA 19141



Tuition and Fees

Application Fee	\$20.00
Tuition (Effective 9/89-9/90) (per credit)	\$255.00
Registration Fee (per semester)	\$25.00
Reinstatement Fee	\$50.00

Tuition Assistance

In addition to the financial aid opportunities listed on page 9, the following are available to students in the Graduate Nursing program:

1. Deferred Payment Plan: available to extend tuition payment over the course of the semester. Information is available from the Student Loan Office, La Salle University.
2. Nurse Training Act funding is pending. Consult with the Director of the program about availability and eligibility.

Progression Through The Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 44 graduate credits

Core: Required of students in all tracks (15 credits)

NUR 600 Theoretical Bases of Nursing

NUR 602 Research Methods I

NUR 603 Research Methods II

NUR 606 Leadership and Social Change

NUR 680 Research Methods III

Track and Cognate: Requirements vary with specialization chosen (29 credits)

Adult Health and Illness

Nursing Administration

NUR 620 (Track)

NUR 640 (Track)

NUR 621 (Track)

NUR 641 (Track)

NUR 625 (Track)

NUR 642 (Track)

NUR 626 (Track)

NUR 645 (Track)

NUR 618 (Cognate)

NUR 646 (Track)

NUR 630 (Cognate)

ACC 502 (Cognate)

3 ELECTIVES

ECN 505 (Cognate)

2 ELECTIVES

Community Health

NUR 650 (Track)

NUR 651 (Track)

NUR 655 (Track)

NUR 656 (Track)

ECN 505 (Cognate)

ECN 610 (Cognate)

NUR 635 (Cognate)

NUR 637 (Cognate)

1 ELECTIVE



Course Descriptions

I. Core Courses

NUR 600
Theoretical Bases of Nursing
3 credits

This course focuses on the analysis and evaluation of theoretical and conceptual formulations of nursing and their application to practice. Content incorporates the process of theory development, knowledge of selected nursing theories, and related theories from other disciplines.

NUR 602
Research Methods I
3 credits

This course builds on previous knowledge of the research process and statistics to facilitate the investigation of the problem in client/practice systems. The course emphasizes conceptualization of a research problem and research design. In this course, the consumer role of the student will be further developed and the participant role of the graduate student emphasized.

Prerequisite or Co-requisite: NUR 600

NUR 603
Research Methods II
3 credits

This seminar course is a continuation of Research Methods I. In NUR 603, the student refines and continues to develop a research proposal which originated in a problem derived from the student's track interest. The course emphasizes treatment of variables, sampling, measurement, and the use of the computer in data analysis. Again the research consumer and participant roles are emphasized.

Prerequisites: NUR 600 and 602

NUR 606
Leadership and Social Change
3 credits

This course provides an exploration of the concepts and strategies of leadership, power, and change in social systems. Emphasis is given to analysis of critical issues involving the nursing profession's responsibility for the improvement of health care delivery and the advancement of nursing.

Prerequisite or Co-requisite: NUR 600

NUR 680
Research Methods III
3 credits

This seminar course is conducted throughout the implementation phase of research projects developed by students in Research Methods I and II (NUR 602 and NUR 603). Students share the work of research projects in process.

Prerequisites: NUR 600, 602, and 603

II. Track Courses

Adult Health and Illness Track

NUR 620
Biopsychosocial Processes I: Care of Adults in Health and Illness
3 credits

This course focuses on the analysis of biopsychosocial processes and their relationship to health and healing in human systems. The course emphasizes the complex interrelationships and interdependence of human and environmental systems in health and disease.

Prerequisites: NUR 600 and 618;
Co-requisite: NUR 625

NUR 621
Biopsychosocial Processes II: Care of Adults in Health and Illness
3 credits

A continuation of NUR 620 in which biopsychosocial processes are explored for significant health problems which represent the leading causes of mortality and morbidity for adults in the United States.

Prerequisites: NUR 600, 618, 620, and 625; Co-requisite: NUR 626

NUR 625
Field Study in Adult Health and Illness I
4 credits

This seminar and precepted practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The health care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration services. Clinical practicum and biweekly seminars are structured according to the needs of the individual and group to provide knowledge and skills basic to advanced nursing practice in a variety of settings.

Prerequisites: NUR 600 and 618; Co-requisite: NUR 620

NUR 626
Field Study in Adult Health and Illness II
4 credits

A continuation of NUR 625 in which the health care needs and responses of adults to health and illness are explored through precepted clinical practicum and biweekly seminars. Learning experiences are structured according to the needs of the individual and group to provide knowledge and skills basic to advanced nursing practice in a variety of settings.

Prerequisites: NUR 600, 618, 620, and 625; Co-requisite: NUR 621

Community Health Track

NUR 650
Community Health Nursing I
3 credits

This course focuses on the development of advanced community health nursing competence for individuals, families, and groups. Theoretical approaches are explored.

Prerequisites: Core courses, NUR 635, and 637; Co-requisite: NUR 655

NUR 651
Community Health Nursing II
3 credits

This course emphasizes community health nursing strategies necessary to plan and implement community based health promotion and disease prevention programs.

Prerequisites: Core courses, NUR 650, and 655; Co-requisite: NUR 656

NUR 655
Field Study in Community Health Nursing I
4 credits

This precepted field experience is designed to integrate community health theory, practice, and research with an emphasis on care of individuals, families, and groups. Biweekly seminars are conducted.

Prerequisites: Core courses, NUR 635, and 637; Co-requisite: NUR 650

NUR 656
Field Study in Community Health Nursing II
4 credits

This field experience is a continuation of NUR 655. This course emphasizes health

program planning for aggregates/com-
munities. Biweekly seminars are held.
Prerequisites: Core courses, NUR 635, 637,
and 650; Co-requisite: NUR 651

Nursing Administration Track

NUR 640

Nursing Administration I

3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator.

Theories and principles of management of organizational systems within health care settings and private enterprise are examined. Emphasis is given to the delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems.

Prerequisite: NUR 600

NUR 641

Nursing Administration II

3 credits

The emphasis of this course is on the nurse administrator's role in the development and management of human resources in health care delivery systems. Theories and principles related to personnel administration, staff development, change and innovation, and collective bargaining are explored.

Prerequisites: NUR 600 and 640;

Co-requisite: NUR 645

NUR 642

Financial and Strategic Planning for the Nurse Administrator

3 credits

The focus of this course is on theories and principles of strategic and financial management. Information processing systems, management science, decision-making strategies, and forecasting and budgeting are explored in relation to small and large health care systems.

Prerequisites: NUR 600 and 640;

Co-requisite: NUR 646

NUR 645

Field Study in Nursing Administration I

4 credits

This is the first of two precepted field experiences designed to provide the student with an opportunity to integrate ad-



ministration theory and operations in a variety of settings. Opportunities for participation in human resource management are included in the practicum. Biweekly seminars examine the nurse manager/executive role, alternative approaches for the delivery of nursing care in a changing health care market, and trends and issues in health care delivery systems.

Prerequisites: NUR 600 and 640;
Co-requisite: NUR 641

NUR 646
Field Study in Nursing
Administration II
4 credits

During this precepted field experience, students are provided with opportunities to participate in strategic and fiscal manage-

ment operations in a variety of settings. Biweekly seminars examine ethical dilemmas faced by nursing managers/administrators, nursing administration questions suitable for research, and entrepreneurial roles in health care delivery systems.

Prerequisites: NUR 600 and 640; Co-requisite: NUR 642

III. Cognates
Adult Health and Illness Track

NUR 618
Pathophysiology
3 credits

Study of the alterations of normal physiology in pathological conditions of the human body. Pathophysiologic

mechanisms in selected adult disorders are explored. Deviations from the normal are discussed in relation to specific pathologic conditions under consideration. Cellular dynamics, bodily defense mechanisms, and organ system mechanisms are explored.

NUR 630
Cultural Diversity in Health Care
3 credits

This course focuses on the similarities and differences of cultural beliefs and behaviors evident in various ethnic and cultural groups. Influences that cultural factors have on health care is explored. Culture-specific health care practices will be examined.

Community Health Track

ECN 505
Economic Analysis
3 credits

ECN 610
Economics of Health
3 credits

The purpose of this course will be to bring economic reasoning to bear on major issues in health.

NUR 635
Health Policy and Program Planning
3 credits

This course focuses on the formulation and implementation of health policy from a historical perspective, as well as on selected current issues. Students will analyze health care policy from socioeconomic, ideological, political, and technological perspectives.

Prerequisites: NUR 600 and 606, ECN 610

NUR 637
Epidemiology and Biostatistics
3 credits

The course focuses on the concepts, principles, and uses of epidemiology and on the analysis of the determinants of health and disease.

Nursing Administration Track

ACC 502
3 credits

ECN 505
3 credits





BOARD OF TRUSTEES

Anthony P. Pisano, F.S.C., Ph.D., *Chairman*
F. Patrick Ellis, F.S.C., Ph.D., *President*
Hon. James J. Binns., B.S., J.D.
William F. Burns, Major General, U.S.A. (Ret.), B.S., M.P.A.
George A. Butler, B.S.
Patricia Johnson (Mrs. Maurice) Clifford, B.A.
Colman Coogan, F.S.C., M.A.
J. Russell Cullen, Jr.
Roseanna D'Alessandro
Henry G. DeVincent, M.D.
Francis J. Dunleavy, B.A., LL.D.
Joseph A. Gallagher, B.S.
Maureen Gimpel, B.A.
Nicholas A. Giordano, B.S.
Charles MacDonald Grace, LL.D.
Paul L. Grass, F.S.C., Ph.D.
Hans-Heinrich Guertler, Ph.D.
Elmer F. Hansen, A.B.
Terence K. Heaney, Esq., J.D., LL.M., C.P.A.
William J. Henrich, Jr., Esq., J.D.
Ragan A. Henry, A.B., LL.B.
Jose Cervantes Hernandez, F.S.C., Ph.D.
Philip E. Hughes, Jr., Esq.
Joseph E. Luecke, C.P.C.U.
Joseph F. Mahon, F.S.C., M.A.
Morton S. Mandell, M.D.
Josephine (Mrs. Owen) Mandeville, A.B.
Helen F. North, Ph.D.
G. Dennis O'Brien, Ph.D.
Benedict Oliver, F.S.C., M.A., M.S.Ed.
John T. Patzwall, F.S.C., M.A.
Leon J. Perelman, LL.D.
Joan R. (Mrs. Isadore) Scott, A.A.
Robert F. Shea, F.S.C., M.A.
J. Stephen Sullivan, F.S.C., S.T.D.
H. Blake Hayman, M.D., LL.D., *Emeritus*
Walter L. Bartholomew, Jr., Esq., *Legal Adviser*
David C. Fleming, M.B.A., *Treasurer and Financial Adviser*

OFFICERS OF THE CORPORATION

Anthony P. Pisano, F.S.C., Ph.D., *Chairman of the Board*
F. Patrick Ellis, F.S.C., Ph.D., *President*
Emery C. Mollenhauer, F.S.C., Ph.D., *Vice-President*
Joseph F. Flubacher, Ed.D., *Secretary*
David C. Fleming, M.B.A., *Treasurer*



<i>President</i>	F. Patrick Ellis, F.S.C., Ph.D.
Director of Planning	Raymond A. Ricci, Ed.M.
Coordinator, Institutional Research	Paul Scheiter, F.S.C., Ph.D.

ACADEMIC AFFAIRS

<i>Provost</i>	Emery C. Mollenhauer, F.S.C., Ph.D.
Director of Special Programs	Gerald J. Johnson, M.A.
Director, Academic Computing	Stephen Longo, Ph.D.
<i>Dean of Arts and Sciences</i>	James J. Muldoon, F.S.C., Ph.D.
Associate Dean	Alice L. Hoersch, Ph.D.
Administrative Assistant	Harry A. McManus, B.A.
Director, Graduate Religion Programs	Leo Van Everbroeck, C.I.C.M., M.A., D.Min.
Director, M.A. in Education	Gary Clabaugh, Ed.D.
Director, M.A. in Bilingual/Bicultural Studies	Leonard Brownstein, Ph.D.
Director, M.A. in Human Services Psychology	John J. Rooney, Ph.D.
Director of Academic Support Services for Student Athletes	Joan C. Broderick, M.Ed.
<i>Dean of Business Administration</i>	Joseph Kane, Ph.D.
Associate Dean	Kenneth Knodt, Ph.D.
Assistant Dean	Susan E. Mudrick, M.A., M.B.A.
Director, Graduate Business Programs	Gregory O. Bruce, M.B.A.
<i>Dean, Evening Division and Summer Sessions</i>	Glenda M. Kuhl, Ph.D.
Assistant Dean/Director of CEW	Edna F. Wilson, Ed.D.
Academic Advisor and Counselor, Evening Division	Joseph Bender, F.S.C., Ph.D.
Academic Advisor and Coordinator, La Salle Northeast	Mary T. McGlynn, B.A.
Academic Advisor and Director, Off-Campus Centers	George Fleetwood, B.A.
Director, M.S. in Nursing	Zane R. Wolf, Ph.D.
Academic Advisor, Education Program	Francis J. Ryan, Ed.D.
Academic Advisor and Program Assistant	James Rook, B.A.
Director of Admissions, Evening Division	John J. King, B.A.
Director, External Services	Shirl Houser, M.A.
<i>Director of Admissions</i>	E. Gerald Fitzgerald, F.S.C., M.B.A.
Associate Director	Thomas P. Murt, B.S.
Assistant Directors	Maryhelen Driscoll, B.S.
	Raul A. Fonts, B.S.
	Marshall S. Jenkins, M.A.
	Holly A. Michie, B.S.
Admissions Counselor	Ronald D. Nordone, Jr., B.A.
<i>Registrar</i>	Dominic J. Galante, B.S.
Assistant Registrar	Gerard Donahue, B.A.
Chairman, Roster Committee	John Owens, F.S.C., Ped.D.
<i>Director of Library Services</i>	Jean W. Haley, M.L.S., M.Ed.
Collection Development Librarian	John S. Baky, M.A., M.S.
Head, Reference Department	Margaret Ellen Wall, M.L.S.
Head, Catalog Department	John K. McAskill, M.S., M.A.
<i>Director, Honors Program</i>	John S. Grady, M.A.
<i>Director, La Salle in Europe</i>	Bernhardt Blumenthal, Ph.D.
<i>Director, Urban Studies and Community Service Center</i>	Millicent Carvalho, M.Ed., M.L.S.P.
<i>Coordinator, Audio-Visual Services</i>	John J. Sweeder, Ed.D.
<i>Director, Sheekey Writing Center</i>	Joseph Meredith, M.A.
<i>Director, Academic Discovery Program</i>	Robert B. Miedel, M.Ed.
<i>Curator, Art Gallery</i>	Caroline Wistar, B.A.



STUDENT AFFAIRS

<i>Vice President for Student Affairs</i>	Raymond P. Heath, Ph.D.
Assistant to the Vice President for Student Affairs	Nancy A. Brewer, M.S.
<i>Director of Campus Ministry</i>	Charles F. Echelmeier, F.S.C., M.A.
Associate Directors	Margaret V. Kelly, R.S.M., M.A. Pamela Hayden, M.S.W., Richard Wojnicki, O.S.F.S., M.A.
<i>Director of Counseling Center</i>	Frank J. Schreiner, Ed.D.
Assistant Director	Peter J. Filicetti, Ph.D.
Counseling Psychologists	Arthur J. Bangs, F.S.C., Ph.D. Suzanne Boyll, Ph.D.
Alcohol and Drug Program Coordinator	Robert J. Chapman, M.Ed.
University Psychiatrist	Gary M. Glass, M.D.
<i>Director of Financial Aid</i>	Wendy A. McLaughlin, B.S.
Assistant Directors	Norman Rahn, B.A. Christine Tiano, B.S.
Financial Aid Counselor	George Glaze, B.S.
<i>Director of Recreation and Intercollegiate Athletics</i>	Robert W. Mullen, M.S.
Assistant Director/Building Director	Thomas W. Meier, M.Ed.
Assistant Building Director	Michael Wood, B.A.
Assistant Director/Coordinator of Women's Athletics	Kathleen M. McNally, B.S.
Director of Intramurals	Peter D'Orazio, B.A.
Assistant Director, Sports Information	Dawn M. Wright, B.S.
Aquatics Director	John K. Lyons, M.S.
<i>Director of Resident Life</i>	Ronald C. Diment, M.Ed.
Assistant Directors	Ann T. Isely, M.S. Lynn Ticknor, M.A. Alan Wendell, M.Ed.
Housing Facilities Manager	Michael Vishio
Housing Services Manager	Jeri Brockington, B.A.
<i>Director of Student Health Services</i>	Rosalea K. McLemore, R.N., B.S.N.
Medical Director	Irwin W. Becker, M. D.
Nurse Practitioners	Laura K. McKenna, M.S.N. Janet Mullen-Krim, M.S.N.
Athletic Trainer	William J. Gerzabek, M.S.
<i>Director of Student Life</i>	Kathleen E. Schrader, M.B.A.
Assistant Directors	Francine T. Calafati, M.A. Ann Marshall, B.S. Karen S. Shields, M.A.



BUSINESS AFFAIRS

<i>Vice President for Business Affairs</i>	David C. Fleming, M.B.A.
<i>Comptroller</i>	Paul V. McNabb, M.B.A.
<i>Assistant Comptroller</i>	James E. Cooper, B.B.A., C.P.A.
<i>Bursar</i>	Marina A. Grace, B.S.
<i>Manager, Student Loans</i>	Mary Theresa Corcoran, B.A.
<i>Director of Computer Services</i>	Jack Porcelli, M.S.
<i>Director of Physical Facilities</i>	Hubert A. Thomas, B.S.
<i>Director of Personnel/Equal Opportunity Officer</i>	Rose Lee Pauline, M.A.
<i>Assistant Director, Personnel Services</i>	Susan Rohanna, B.S.
<i>Director of Purchasing</i>	Kenneth G. Smith, B.S.
<i>Director of Security</i>	John P. Travers
<i>Director of Food Service</i>	Stephen C. Greb, M.Ed.
<i>Assistant Directors</i>	Susan M. Dunham, B.S. Robert Nyce, B.S.
<i>Director of Printing and Mail Services</i>	Linda Ferrante
<i>Manager of Campus Store</i>	Michael D. Lyons, B.S.

DEVELOPMENT

<i>Vice President for Development</i>	Fred J. Foley, Jr., Ph.D.
<i>Assistant Vice President</i>	John L. McCloskey, M.B.A.
<i>Director of Annual Fund</i>	Brother Charles E. Gresh, F.S.C., M.Litt.
<i>Assistant Director</i>	Brother Francis Danielski, F.S.C., M.A.
<i>Research Associate</i>	Christine A. Hertkorn, B.S.
<i>Director of Planned Giving</i>	Arthur C. Stanley, B.S.
<i>Director of Alumni</i>	James J. McDonald, B.A.
<i>Assistant Directors</i>	Charles M. Greenberg, B.S. Margaret M. Kraft, B.A.
<i>Director of Career Planning and Placement</i>	L. Thomas Reifsteck, M.B.A.
<i>Associate Director/Co-op Coordinator</i>	Louis A. LaMorte, Jr., M.S.Ed.
<i>Career Counselors</i>	Genevieve Carlton, M.A. Donna R. Dwyer, B.S.
<i>Director of Communications</i>	Raymond E. Ulmer, M.A.
<i>Director of Government Affairs</i>	Edward A. Turzanski, M.A.
<i>Director of News Bureau</i>	Robert S. Lyons, Jr., B.A.
<i>Assistant Director</i>	Rosalie A. Lombardo, B.A.
<i>Staff Assistant/Photographer</i>	Martha Ledger, M.A.
<i>Director of Public Affairs</i>	Brother Andrew J. Bartley, F.S.C., M.A.



DAVID ALEXANDER, *Lecturer, Management*, B.S., M.B.A., La Salle University.

ASTRID ALVARADO-JIMENEZ, *Lecturer, Bilingual/Bicultural Studies*, M.A., University of Puerto Rico; Ph.D., Temple University.

NICHOLAS F. ANGEROSA (1980) *Assistant Professor, Spanish*, B.A., La Salle University; M.A., Ph.D., Temple University.

ARMOND ASERINSKY, *Lecturer, Psychology*, B.S., M.A., Temple University; Ph.D., Bryn Mawr College.

LESTER BARENBAUM (1976) *Professor, Finance*, B.B.A., City University of New York; M.A., Ph.D., Rutgers University.

ANDREW G. BEAN (1982) *Assistant Professor, Marketing*, B.S., Pennsylvania State University; M.A., M.S., Temple University; Ph.D., University of Pennsylvania.

SHARON BECK, R.N. (1989) *Assistant Professor, Nursing*, B.S., Adelphi University; M.S.N., Villanova University; Ed.D., Temple University.

PATRICIA BECKER, R.N. (1984) *Assistant Professor, Nursing*, B.S.N., William Patterson College; M.S.N., University of Pennsylvania.

G. MICHAEL BELLINGHI, C.P.A., *Lecturer, Health Care Administration*, B.S., La Salle University.

GABRIEL BLANCO, *Lecturer, Bilingual/Bicultural Studies*, B.A., La Salle University; M.A., Temple University.

SUSAN C. BORKOWSKI (1989) *Assistant Professor, Accounting*, B.S., St. Peter's College; B.S. Rutgers University; M.B.A., University of Maryland; Ph.D., Temple University.

ROBERT BORNEMANN, *Lecturer, Hebrew Bible*, M.Div., S.T., Lutheran Theological Seminary; Ph.D., Dropsie University.

F. GLENN BOSEMAN, *Lecturer, Management*, B.S., Campbell College; M.B.A., East Carolina University; D.B.A., Kent State University.

MARY L. BOTTER, R.N. (1987) *Assistant Professor, Nursing*, B.S.N., Duke University; M.S.N., University of Pennsylvania.

SUZANNE BOYLL, *Lecturer, Psychology*, B.A., M.S., Ph.D., Indiana State University.

BRUCE BRADFORD, C.P.A. (1989) *Assistant Professor, Accounting*, B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University; M.B.A., Arkansas State University; D.B.A., Memphis State University.

PAUL R. BRAZINA, C.P.A., C.M.A. (1974) *Assistant Professor, Accounting*, B.S., M.B.A., Pennsylvania State University.

THOMAS G. BROWN, *Lecturer, Management*, A.B., Catholic University; M.S., M.B.A., Drexel University.

LEONARD A. BROWNSTEIN (1963) *Professor, Spanish*, B.A., M.A., Temple University; Ph.D., Bryn Mawr College.

GREGORY O. BRUCE, *Lecturer, Management*, B.A., St. Mary's Seminary and University; M.S., Eastern Illinois University; M.B.A., La Salle University.

JOSHUA BUCH (1971) *Associate Professor, Finance*, B.S., Hebrew University of Jerusalem; M.B.A., Temple University; Ph.D., University of Pennsylvania.

BROTHER JOSEPH F. BURKE, F.S.C. (1973) *Associate Professor, Psychology*, B.A., La Salle University; M.A., University of Miami; Ph.D., United States International University.

JOSEPH P. CAIRO (1963) *Assistant Professor, Economics*, B.A., La Salle University; M.A., University of Pennsylvania.

ROBERT CHAPMAN, *Lecturer, Religion*, B.A., M.S., St. Bonaventure University.

SUZANNE NELSON CHURCHILL, *Lecturer, Finance*, B.A., King's College; M.B.A., La Salle University.



GARY K. CLABAUGH (1969) *Associate Professor, Education*, B.A., Indiana State University (Pa.); M.S., Ed.D., Temple University.

EVELYN BOSS COGAN (1988) *Assistant Professor, Business Law*, B.A., J.D., Temple University.

BROTHER LAWRENCE COLHOCKER, F.S.C. (1980) *Assistant Professor, Education*, B.A., M.A., La Salle University; M.A., Catholic University; M.S., Drexel University; Ed.D., University of Pennsylvania.

JOANNE CONWAY, *Lecturer, Religion*, B.S., Cornell University; M.A., Ohio State University; Ed.D., University of Massachusetts.

ROBERT J. COURTNEY (1946) *Professor, Political Science*, B.A., La Salle University; M.A., Niagara University; Ph.D., University of Pennsylvania.

WILLIAM CREELMAN, *Lecturer, Taxation*, B.S., St. Joseph's University; J.D., St. John's University.

SANDRA K. DAVIS, R.N. (1989) *Assistant Professor, Nursing*, B.S.N., University of Pennsylvania; M.S.N., Villanova University; Ed.D., Columbia University.

JAMES DEVINE, *Lecturer, Bilingual/Bicultural Studies*, B.S., La Salle University; M.S., Ed.D., Temple University.

JOSEPH W. DEVLIN, *Lecturer, Theology*, A.B., Mount St. Mary's College; M.A., Seton Hall University; Th.M., Princeton Theological Seminary; J.C.D., J.C.L., Lateran University, Rome.

VINCENT DiPASQUALE, *Lecturer, Religion*, B.A. Mount St. Mary's College; M.A., La Salle University.

ANTHONY DiPRIMIO, *Lecturer, Management*, B.S., La Salle University; M.A., University of Pennsylvania; Ph.D., Temple University.

BROTHER JOHN P. DONDERO, F.S.C. (1959) *Professor, Psychology*, B.A., La Salle University; M.Litt., University of Pittsburgh; M.A., Ph.D., Catholic University.

GLORIA F. DONNELLY, R.N. (1983) *Associate Professor, Nursing*, B.S.N., Villanova University; M.S.N., University of Pennsylvania; Ph.D., Bryn Mawr College.

ANN MARIE DONOHUE, *Lecturer, Psychology*, B.A., La Salle University; M.S., Ph.D., University of Pennsylvania.

LEO PAUL D'ORAZIO, *Lecturer, Health Care Administration*, M.B.A., Temple University.

DAVID P. EFROYMSON (1967) *Professor, Religion*, B.A., M.A., S.T.L., St. Mary of the Lake Seminary; Ph.D., Temple University.

THEOPOLIS FAIR (1967) *Associate Professor, History*, B.A., Fisk University; Diploma, University of Madrid; M.A., Columbia University; Ph.D., Temple University.

DAVID J. FALCONE (1980) *Associate Professor, Psychology*, B.S., University of Dayton; M.S., Western Illinois University; Ph.D., University of Kentucky.

PRESTON D. FEDEN (1973) *Associate Professor, Education*, A.B., Franklin and Marshall College; Ed.M., Ed.D., Temple University.

PETER J. FILICETTI (1966) *Associate Professor, Psychology*, B.A., Holy Cross College; M.A., Ph.D., Fordham University.

FRANCIS J. FISHER (1985) *Instructor, Finance*, B.S., La Salle University; M.S., Drexel University.

ROBERT F. FORMAN, *Lecturer, Religion*, B.A., Guilford College; M.A., West Chester State University; Ph.D., Bryn Mawr College.

ARTHUR FREEMAN, *Lecturer, Psychology*, B.S., M.A., New York University; M.Ed., Ed.D., M.Phil., Ph.D., Columbia University.

LINDA GAUPIN, C.D.P., *Lecturer, Liturgy*, M.A., Loyola University; M.A., Ph.D., Catholic University.

DAVID L. GEORGE (1979) *Associate Professor, Economics*, B.A., University of Michigan; M.A., University of Pennsylvania; M.A., Ph.D., Temple University.



PATRICIA L. GERRITY, R.N. (1983) *Associate Professor, Nursing*, Diploma, Pottsville Hospital; B.S.N., M.S.N., Ph.D., University of Pennsylvania.

RICHARD T. GERUSON (1958) *Associate Professor, Economics*, A.B., Fordham University; M.A., New York University; Ph.D., University of Pennsylvania.

EILEEN R. GIARDINO, R.N. (1989) *Assistant Professor, Nursing*, B.S.N., University of Pennsylvania; M.S.N., Widener University; Ph.D., University of Pennsylvania.

DAVID GILLESPIE, *Lecturer, Management*, B.A., Brown University; M.Ed., Temple University; Ed.D., University of Massachusetts.

ANTHONY GODZIEBA, *Lecturer, Theology*, M.A., Villanova University; Ph.D., Catholic University.

BERNARD B. GOLDNER (1949) *Professor, Management*, B.S., M.A., Ph.D., University of Pennsylvania.

JOHN GRADY (1960) *Associate Professor, Economics*, B.A., University of Notre Dame; M.A., Temple University.

MALCOLM DOUGLAS GRAY, *Lecturer, Marketing*, B.A., Dartmouth College.

JOSEPH GULLA, *Lecturer, Management*, B.A., M.B.A., La Salle University.

KENNETH HALLAHAN, *Lecturer, Theology*, S.T.L., Academia Alfonsiana; Ph.D., Catholic University.

CHARLES A. J. HALPIN, JR. (1946) *Professor, Human Resource Management*, B.S., La Salle University; M.A., University of Pennsylvania; J.D., Temple University.

JOHN J. HANRATTY, C.P.A. (1966) *Associate Professor, Accounting*, B.A., La Salle University; M.B.A., Drexel University; Ed.D., Temple University.

TERENCE K. HEANEY, *Lecturer, Taxation*, J.D., LL.M., Temple University.

CHARLES E. HOFMANN, III (1962) *Associate Professor, Mathematical Sciences*, B.A., M.A., Villanova University; Ph.D., Temple University.

SHARON JAVIE (1982) *Assistant Professor, Marketing*, B.S., M.B.A., Temple University.

PRAFULLA N. JOGLEKAR (1972) *Professor, Management*, B.Sc., Nagpur University, India; M.B.A., Indian Institute of Management; Ph.D., University of Pennsylvania.

JAMES JOURDAN, *Lecturer, Finance*, B.S., M.B.A., La Salle University.

AUSTIN JOYCE, *Lecturer, Religion*, B.S., St. Joseph's University; M.Div., Princeton Theological Seminary; C.P.E., Philadelphia State Hospital; D.Min., Colgate Rochester Divinity School.

WILLIAM JUNGREIS, *Lecturer, Finance*, B.S., Towson State College; M.B.A., La Salle University.

JOSEPH A. KANE (1961) *Professor, Economics*, B.S., La Salle University; M.S., St. Louis University; Ph.D., Temple University.

GEFFREY B. KELLY (1972) *Professor, Religion*, A.B., M.A., La Salle University; M.A., Villanova University; Diplome Superieur, Lumen Vitae Institute, Brussels; S.T.B., S.T.L., S.T.D., Louvain University.

JAMES M. KELLY (1978) *Associate Professor, Finance*, B.S., St. Joseph's University; M.B.A., University of Delaware; Ph.D., Georgia State University.

DENNIS T. KENNEDY (1973) *Associate Professor, Accounting*, B.S., Pennsylvania State University; M.B.A., Ph.D., Temple University.

MICHAEL J. KERLIN (1966) *Professor, Philosophy*, B.A., M.A., M.B.A., La Salle University; Ph.B., Ph.L., Ph.D., Gregorian University, Rome; Ph.D., Temple University.

MICHAEL KORZENIOWSKI (1977) *Associate Professor, Management*, B.S., St. Joseph's University; M.S., Ph.D., Stevens Institute of Technology.

BARBARA KRASNER, *Lecturer, Religion*, Ph.D., Temple University.



MARILYN LAMBERT (1971) *Associate Professor, Education*, B.S., M.A., Syracuse University; Ed.D., Temple University.

SARAH LAUTERBACH, R.N. (1988) *Assistant Professor, Nursing*, B.S., M.N., University of Florida; M.S.P.H., University of North Carolina.

BRUCE A. LEAUBY, C.P.A., C.M.A. (1989) *Assistant Professor, Accounting*, B.S., Bloomsburg University; M.S., Pennsylvania State University; Ph.D., Drexel University.

GREGORY LEVILLE, *Lecturer, Religion*, M.A., Ph.D., University of Ottawa.

BRUCE V. MacLEOD (1962) *Associate Professor, Management*, B.A., University of Maine; M.I.A., Yale University; Ph.D., Case Western Reserve University.

THOMAS N. McCARTHY (1952) *Professor, Psychology*, B.A., M.A., Catholic University; Ph.D., University of Ottawa.

CARL P. McCARTY (1970) *Professor, Mathematical Sciences*, B.A., La Salle University; M.A., Ph.D., Temple University.

JAMES F. McDADE, *Lecturer, Taxation*, B.S., La Salle University.

BROTHER MICHAEL J. McGINNISS, F.S.C. (1984) *Associate Professor, Religion*, B.A., La Salle University; M.A., Ph.D., University of Notre Dame.

MARY LOU McHUGH, R.N. (1986) *Assistant Professor, Nursing*, B.S.N., Gwynedd Mercy College; M.S.N., University of Pennsylvania; Ed.D., Teachers' College, Columbia University.

THOMAS MAHONEY, C.P.A., *Lecturer, Taxation*, B.S., La Salle University.

ALVINO MASSIMINI, C.P.A. (1981) *Assistant Professor, Accounting*, B.S., Wharton School, University of Pennsylvania; M.B.A., La Salle University.

STEVEN IAN MEISEL (1981) *Assistant Professor, Management*, B.A., West Chester State University; M.Ed., Ph.D., Temple University.

LYNN E. MILLER (1981) *Associate Professor, Management*, B.A., Slippery Rock State College; M.A., Ph.D., Northern Illinois University.

CYRUS MOHEBBI (1988) *Assistant Professor, Marketing*, B.S., College of Babolsar; M.B.A., La Salle University; M.S., Temple University; M.A., Ph.D., University of Pennsylvania.

DOMINIC MONTELEONE, *Lecturer, Management*, B.A., Marquette University; Ed.D., Temple University.

JOSEPH P. MOONEY (1954) *Professor, Economics*, B.A., La Salle University; M.A., Ph.D., University of Pennsylvania.

GLENN A. MOROCCO (1967) *Associate Professor, French and Spanish*, B.S., Miami University of Ohio; M.A., Middlebury College; Ph.D., University of Pennsylvania.

JAMES F. MULLAN, *Lecturer, Management*, B.A., M.B.A., La Salle University.

STEPHEN P. MURRAY, *Lecturer, Psychology*, B.S., Marymount College of Kansas; M.S., Ph.D., St. Louis University.

DOMINIC NUCERA, *Lecturer, Marketing*, B.S., La Salle University; M.B.A., Drexel University.

ANNETTE O'CONNOR (1981) *Assistant Professor, Biology*, B.S., Mount St. Scholastica College; Ph.D., Johns Hopkins University.

STEPHEN S. PENNINGTON, *Lecturer, Business Law*, J.D., Temple University.

SONIA RODRIGUEZ PEREZ, *Lecturer, Bilingual/Bicultural Studies*, B.A. Fordham University; M.A., New York University.

CHARLES J. POLICASTRO, *Lecturer, Finance*, M.B.A., La Salle University.

JAMES GORDON PORTER, JR., *Assistant Professor, Business Law*, B.S., University of Pennsylvania; J.D., Villanova University.

BERNARD PRUSAK, *Lecturer, Theology*, S.T.L., Gregorian University; J.C.D., Lateran University, Rome.



BARBARA RADTKE, *Lecturer, Theology*, M.A., Catholic University.

GAIL RAMSHAW, *Assistant Professor, Liturgy*, M.A., Sarah Lawrence College; M.Div., Union Theological, New York; Ph.D. University of Wisconsin.

JACK M. RAPPAPORT (1979) *Assistant Professor, Management*, B.A., University of Pennsylvania; M.S., New York University.

THOMAS REIFSTECK (1955) *Associate Professor, Marketing*, B.S., La Salle University; M.B.A., University of Pennsylvania.

RUBY REMLEY, *Lecturer, Marketing*, B.S., Temple University; M.B.A., La Salle University.

KENNETH L. RHODA (1981) *Associate Professor, Finance*, B.S., Utica College; M.A., Ph.D., State University of New York at Buffalo.

ALBERT R. RIVIEZZO, *Lecturer, Taxation*, LL.M. Villanova University; J.D., Dickinson School of Law.

JOHN J. ROONEY (1947) *Professor, Psychology*, B.A., La Salle University; M.A., Ph.D., Temple University.

MOLLY ROSE, R.N. (1986) *Assistant Professor, Nursing*, B.S.N., Temple University; M.S.N., University of Pennsylvania.

FRANCIS J. RYAN (1987) *Assistant Professor, Education*, B.A., La Salle University; M.A., Villanova University; M.A., Ed.D., Temple University.

ELEANOR SANDSTROM, *Lecturer, Bilingual/Bicultural Studies*, B.A., Hunter College; M.A., Columbia University; Ed.D., Temple University.

WALTER SCHUBERT (1980) *Associate Professor, Finance*, B.A., M.A., Ph.D., Rutgers University.

KIERAN SCOTT, *Lecturer, Religious Education*, M.Div., St. Patrick College, Ireland; M.S.T., New York Theological Seminary; Ed.D., Columbia University.

JOSEPH SELTZER (1976) *Professor, Management*, B.S., Carnegie-Mellon University; Ph.D., University of Pittsburgh.

BERNARD SIEGAL, *Lecturer, Business Law*, B.A., Brandeis University; J.D., Harvard University.

ARTHUR R. SHUMAN, JR., *Assistant Professor, Business Law*, B.A., B.S., J.D., Villanova University.

JOHN ALEXANDER SMITH (1960) *Associate Professor, Psychology*, B.A., La Salle University; M.S., Pennsylvania State University; Ed.D., Temple University.

I. DONALD SNOOK, JR., *Lecturer, Health Care Administration*, B.S., College of William and Mary; M.B.A., George Washington University.

WILLIAM STAYTON, *Lecturer, Human Sexuality*, M.Div., Andover Newton Theological School; Th.D., Boston University.

CHARLES STONE (1989) *Instructor, Finance*, B.A., New York University; Ph.D., City University of New York.

KATHRYN A. SZABAT (1981) *Assistant Professor, Management*, B.S., State University of New York at Albany; M.S., Ph.D., University of Pennsylvania.

JAMES A. TALAGA (1988) *Assistant Professor, Marketing*, B.A., University of Illinois; M.A., Northern Illinois University; M.B.A., Ph.D., Temple University.

MADJID TAVANA (1984) *Assistant Professor, Management*, B.S., Tehran Business College; M.B.A., La Salle University.

BROTHER FRANCIS TRI NGUYEN, F.S.C., *Assistant Professor, Sociology*, License, Dalat University; M.Sc., Asian Social Institute; Ph.D., University of Wisconsin.

JOSE A. TRINIDAD (1988) *Assistant Professor, Finance*, B.A., University of Bridgeport; M.B.A., Rutgers University; Ph.D., Drexel University.

JOSEPH R. TROXELL (1971) *Associate Professor, Management*, B.S., Muhlenberg College; M.S., Ph.D., Rutgers University.



JOSEPH UGRAS (1986) *Instructor, Accounting*, B.S., M.B.A., Fairleigh Dickinson University.

WILLIAM R. VAN BUSKIRK (1987) *Assistant Professor, Management*, B.A., La Salle University; M.A., Cleveland State University; Ph.D., Case Western Reserve University.

LEO M. VAN EVERBROECK, C.I.C.M., *Lecturer, Religion*, B.A., Immaculate Heart Seminary, Louvain; M.A., Villanova University; Diplome, Lumen Vitae Institute, Brussels; D.Min., Eastern Baptist Theological Seminary.

ROBERT M. VOGEL (1981) *Associate Professor, Education*, B.S., Philadelphia College of Textiles; Ed.D., Temple University.

ERWIN VON ALLMEN, *Lecturer, Management*, B.S., University of Connecticut; M.A., Williams College; M.B.A., Harvard University.

ANNE WALSH, *Assistant Professor, Health Care Administration*, M.S.W., Temple University; M.B.A., La Salle University.

GEORGE F. WEST, *Lecturer, Management*, B.S., M.B.A., Temple University.

SAMUEL J. WILEY (1963) *Associate Professor, Mathematical Sciences*, B.S., St. Joseph's University; M.A., Villanova University; Ph.D., Temple University.

RONALD WINTER, *Lecturer, Health Care Administration*, A.B., Kenyon College; J.D., LL.M., New York University School of Law.

ZANE ROBINSON WOLF, R.N. (1980) *Associate Professor, Nursing*, Diploma, Germantown Hospital School of Nursing; B.S.N., University of Pennsylvania; M.S.N., Boston College; Ph.D., University of Pennsylvania.

JOEL M. ZIFF, C.P.A. *Lecturer, Health Care Administration*, B.S., St. Joseph's University.

JOHN D. ZOOK, C.P.A. (1979) *Assistant Professor, Accounting*, B.S., St. Joseph's University; M.B.A., Drexel University.

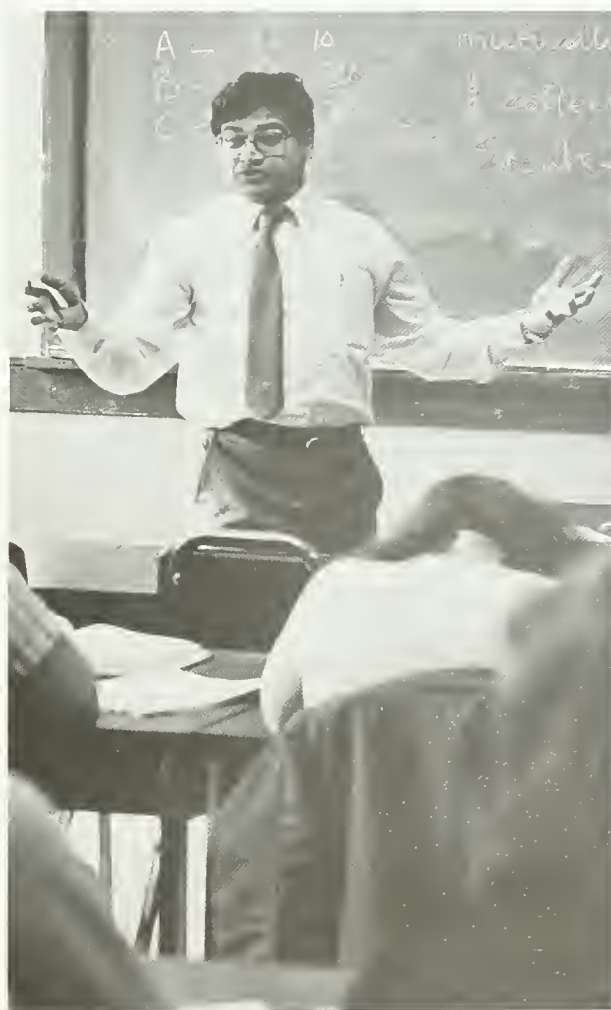
M. MICHAEL ZUCKERMAN, *Lecturer, Risk Management*, B.B.A., M.B.A., Temple University; J.D., The John Marshall School of Law.



Index

Art Museum, 14
Arts and Sciences, School of, 3
Academic Advisement, 10
Academic Policies and Procedures, 4-7
Academic Standing, 6
Academic Progress, 7
Accounting Courses, 19
Administration, 63-66
Admission Requirements, 4
Bilingual/Bicultural Studies, 27-31
Board of Trustees, 63
Business Administration Courses, 19
Business Administration, School of, 3
Calendar, 75
Campus Services and Facilities, 10-14
Career Planning and Placement Bureau, 11
Child Day Care, 13
Computer Facilities, 11
Economics Courses, 20
Education Program, 32-37
Evening Division, 3
Faculty, 67-72
Fees, 8
Finance Courses, 20
Financial Aid, 9
Food Services, 12
Grade Point Average, 6
Grading, 6
Graduate Assistantships, 17
Graduation Requirements, 7
Handbooks, 10
Health Care Administration Courses, 21
Health Services, 12
Housing, 12
Human Resource Management Courses, 22
Human Services Psychology, 38-41
Japanese Tea House, 14
Leave of Absence, 5
Library, 10
Management Courses, 22
Management Information Systems Courses, 23
Marketing Courses, 24
Matriculation, 5
MBA Program, 15-26
MBA Scholarships, 17
Mission Statement, 4
Nonprofit Management Courses, 25
Nursing Program, 58-62
Off-Campus Housing, 12
Parking, 13
Pastoral Counseling Program, 42-47
Perkins Loan, 9

Physical Recreation, 13
Psychology Program, 38-41
Quantitative Analysis Courses, 25
Readmission Policy, 5
Resident Director Positions, 9
Security, 13
Spring Immersion Program, 29
Stafford Student Loan, 9
Standards for Graduate Programs, 4
Student Responsibilities, 5
Supplemental Loan to Students, 9
Taxation Courses, 26
Teacher Certification, 35-37
Theological and Pastoral Studies, 48-57
Transcripts, 7
Transfer of Credits, 5
Tuition, 8
Veteran's Benefits, 9
Withdrawal from Courses, 6





Calendar 1989-90

The calendar below approximates the starting and ending dates of each semester. Students are accepted for each term up until one week before the beginning of a particular semester. A more detailed calendar is mailed to every student during preregistration each term.

FALL SEMESTER

CLASSES BEGIN

First Wednesday after Labor Day

HOLIDAYS

Thanksgiving

CLASSES END

Second Tuesday before Christmas

Exam week follows the end of classes.

SPRING SEMESTER

CLASSES BEGIN

The third week of January

HOLIDAYS

Easter break

CLASSES END

The third week of April

Exam week follows the end of classes.

SUMMER SEMESTER

CLASSES BEGIN

Varies according to program

HOLIDAYS

Memorial Day, Fourth of July

CLASSES END

Last week of July

Exam week follows the end of classes.

For further information, write or call:
Dean of Arts and Sciences
La Salle University
Philadelphia, PA 19141 • 215-951-1042





notes

Graduate Bulletin
1989-1990

Second Class
POSTAGE
PAID
Philadelphia, PA



La Salle University
Philadelphia, Pennsylvania 19141